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ABSTRACT

The U.S. Office of Education and the Bureau of the Census conducted a joint nationwide study of the people who engaged in adult education activities. By attaching a 12-question Adult Education Supplement to the May 1969 Current Population Survey (CPS), information was obtained about both adult education and the characteristics of the people who do and do not take adult education. This initial report presents the data obtained from the sample of the national population who responded to the three questions which the Census Bureau interviewers used to identify persons eligible to be asked the 12 questions in the Adult Education Supplement. These three questions dealt with age, full-time study, and instructional sources. Responses to the 12-part questionnaire will be published in a subsequent report. The statistics presented here were obtained from the household spokesman for individual persons. This report is one that shows multiple participation in various kinds of sources of adult education. The figures presented are based on the scientifically selected representative sample (approximately 105,000 people) used by the Bureau of the Census for national labor force estimates for the monthly CPS. (CK)

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ADULT EDUCATION

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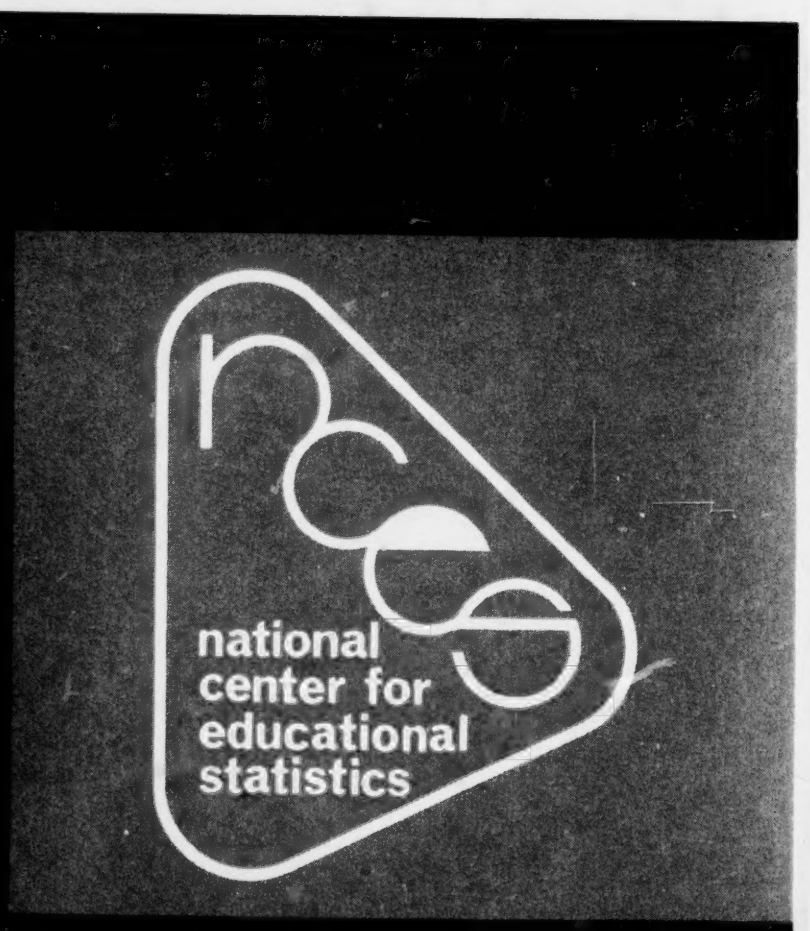
Participation in Adult Education

Initial Report
1969



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HIGHLIGHTS

Among the estimated total United States population of 130,314,000 persons age 17 and older, 10.1 percent participated in adult education, 8.1 percent were full-time students, and 81.8 percent did not engage in any formalized education during the year ended May 1969. Of the 119,719,000 eligible population (i.e., excluding full-time students), 11.0 percent participated in adult education.

Although women outnumbered men both in the total population age 17 and over and in the population eligible for adult education, more men participated in adult education; 12.6 percent of the eligible men took adult education, compared to 9.6 percent of the eligible women.

Negroes were 9.7 percent of the total population age 17 and over but only 7.5 percent of the total number of participants in adult education. Whites comprised 89.3 percent of the total population but represented 91.5 percent of the total participants.

More than half of all persons age 17 through 24 were students with 40.5 percent studying full time and 10.7 percent participating in adult education.

The rate of participation in adult education dropped from 18.2 percent of the eligible population under age 35 to 7.7 percent of those age 35 and over. Except for the youngest age group 17 through 24, nonparticipants were fairly equally distributed for all age categories.

For those under age 35, 24.1 percent of the eligible white men participated in adult education, while 10.9 percent of the eligible Negro men took adult education. In comparison, 14.8 percent of the white women and 13.2 percent of the Negro women participated.

Of the total participants in adult education, white men age 25 through 34 comprised the greatest percentage, 18.1; and of these, the greatest percentage, 37.7, were in job training.

The three most popular sources of adult education showed little difference in utilization by the estimated 13,150,000 participants: public or private school, 27.7 percent; job training, 27.5 percent; and college or university part-time, 25.2 percent. Participation in the remaining instructional sources was much less: community organizations, 13.4 percent; correspondence courses, 8.0 percent; tutor or private instructor, 5.8 percent; and other adult education, 10.3 percent. (The totals add to more than 100.0 percent due to multiple participation.)

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PARTICIPATION IN ADULT EDUCATION 1969
Initial Report

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Based on Questions for Determining Participation in Adult Education
in the May 1969 Current Population Survey
Bureau of the Census

by

Imogene E. Okes
Adult and Vocational Education Surveys Branch

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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FOREWORD

In 1957, a survey of adult education was conducted by the U.S. Office of Education with the cooperation of the Bureau of the Census (Department of Commerce). That study estimated that 8,270,000 persons or 7.8 percent of the eligible adults in the United States participated in adult education at some time during the preceding year. Since then, significant changes have occurred in the size and mission of adult or continuing education. This report, in presenting initial information on participation in adult education in 1969, estimates that there were 13,150,000 persons or 11.0 percent of the eligible population engaged in adult education activities that year.

The concept and the design of the 1969 survey were developed by Morris B. Ullman during his service as Chief of the Adult and Vocational Education Surveys Branch. He arranged for the Bureau of the Census to include questions on participation in adult education in the Current Population Survey in May 1969. This channel provided a carefully drawn national sample, the advantages of collecting data through personal interviews, and the opportunity to relate data on participation in adult and continuing education with demographic information already being gathered by the Bureau of the Census.

The Bureau of the Census, Demographic Surveys Division, aided in the design of the questionnaire, developed interviewer training materials, collected information through field interviews, and processed the data for preliminary tabulations. Acknowledgments are due Daniel B. Levine, George Kearns, Marvin Thompson, Don Adams, Lyle Larson, and Janet Provost. Suggestions for timing and scope of the survey were received from Charles Johnson, Jr., Chief of the Education and Social Stratification Branch in the Population Division.

F. Loyal Greer contributed concepts for analysis and presentation of data; he remained a constant critic through the shaping of the report.

The initial report provides insights about adults educating themselves either through full-time study or part-time, short-term continuing education. It compares participants and nonparticipants in adult education. More importantly, composition and utilizations are given by age, race, and sex for seven instructional sources of adult education as listed in this survey.

A subsequent report will present more detailed information about individuals taking adult education in 1969 and the activities in which they engaged.

Robert Calvert, Jr.
Chief, Adult and Vocational
Education Surveys Branch

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INTRODUCTION

Throughout the history of the United States adults have turned to various sources for the extra education necessary to cope with economic, political, social, and personal needs of the era in which they lived.

Some questions of interest today are how many adults are educating themselves to meet current needs, what their characteristics are, and what sources they use for adult education. What proportions of the population beyond compulsory school age are in regular full-time school and in part-time continuing education? How do people who participate in adult education differ from those who do not? Do age, race, and sex influence participation in adult education? Where do people get their adult education?

Answers to these questions are suggested in this initial report for the survey of Participation in Adult Education, May 1969. For the second time (the first was in 1957[1/]) the U.S. Office of Education and the Bureau of the Census cooperated in conducting a nationwide study of the people who engaged in adult education activities. By attaching a 12-question Adult Education Supplement to the May 1969 Current Population Survey (CPS), information was obtained about both adult education and the characteristics of the people who do and do not take adult education.

The task of processing and analyzing the extensive data available from the national survey is time consuming. In order to make at least part of the information available early, this initial report presents the data obtained from the sample of the national population who responded to the three questions which the Census Bureau interviewers used to identify persons eligible to be asked the 12 questions in the Adult Education Supplement.

A description of the Bureau of the Census sampling procedures and the demographic questions related to this initial report and the final report on Participation in Adult Education, May 1969, appear in appendix A.

The three questions used to determine participation in adult education dealt with age, full-time study, and instructional sources. A brief description of the development of the questions and a reprint of the screener items appear in appendix B.

Persons for whom a "yes" response was given to any of the seven parts of the question on instructional sources were asked to complete the Adult Education Supplement. Responses to that 12-part questionnaire (appendix C) will be published in a subsequent report.

1/ Marie D. Wann and Marthine V. Woodward. Participation in Adult Education, U.S. Office of Education, Circular No. 539. (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1959) 36 pp.

CONTEXT FOR ANALYSIS

Scope

Individual Data, Not Institutional Data. The statistics presented here were obtained from the household spokesman for individual persons and not from institutions. The data here are unduplicated counts of people taking adult education from one or more sources. While tables 5, 6, and 8 report engagement in several sources, or multiple participation, by individuals, the numbers of source participations are not used to derive the population participating in adult education. In comparison, reports of enrollments from institutions offering adult education may count individuals more than once.

Multiple Source Participation, Not Single Source Participation. This report on adult education in 1969 differs from the 1957 report (see footnote 1) in that this one shows multiple participation in various kinds of sources of adult education, whereas the earlier one did not. For the 1969 survey, the interviewer read the entire list of seven possible instructional sources and recorded a "yes" answer each time it was given. In 1957, the interviewer stopped as soon as an affirmative answer was received.

Sources, Not Courses. The data in this initial report are about sources of adult education and not about the activities or courses. A later report will deal with the numbers and kinds of adult education courses participants took.

Participants and Proxies. Responses in this initial report and in the 1957 survey were by participant only if the household contact was also the participant in adult education. (In the subsequent report on adult education in 1969, the data will be based on responses by participants themselves to questions in the Adult Education Supplement (appendix C)).

Data Adjustments

Sample to National Population. The figures presented in this initial report are based on the scientifically selected representative sample (approximately 105,000 people) used by the Bureau of the Census for national labor force estimates for the monthly Current

Population Survey. Normal statistical procedures have been applied to weight the sample to the national noninstitutional civilian population estimates. Minor adjustments to the data remain to be made; thus, there may be slight differences between the figures here and the final figures that will be presented in a following report.

Adult Education Noninterview. For various reasons interviewers were unable to contact about 5 percent of the sample households in the monthly Current Population Survey. Noninterview adjustments for demographic and socioeconomic characteristics were made by the Bureau of the Census. Because, at the time of data adjustment, there was no known basis for apportionment of participation and nonparticipation in adult education, the noncontacts were tabulated as nonparticipants. Therefore, the figures for full-time students and participants in adult education may be underestimates. The resulting bias reflected in the data in this report is thought to be minimal.

Adult Education Nonresponse. Frequently the household respondent became a proxy by giving information for other residents. The household contact may have underestimated or overestimated participation in adult education by other members in the household. There is no way of knowing when a proxy reported no adult education for a person who actually did engage in adult education. If, however, the proxy stated that a household member took adult education but that individual did not, or did not return the Adult Education Supplement for some other reason, adjustment will be made for such overestimate for the next 1969 adult education report. This is the only adjustment not yet made to the data in this initial report. When the overestimate adjustment is made for the later report, it will be more apt to change absolute numbers than relationships (or percentages) among the data themselves.

Statistical Considerations

Sampling Errors. Estimates of sampling errors for statistics from the survey that reflect the final data processing will be presented in a subsequent report.

In the meantime, for estimates of numbers, the measures of sampling variability shown in table A may be used as a guide in analyzing the data in this initial report.

Table A.--Sampling variability for numbers

If the estimated total is:	the chances are about 2 out of 3 that the sample estimate would not differ from the results of a complete census by more than:
10,000	4,500
25,000	7,000
50,000	10,000
100,000	14,000
250,000	23,000
500,000	32,000
1,000,000	45,000
5,000,000	100,000
25,000,000	214,000

These measures are applicable to estimates of totals for all persons and for white people. Estimates for other race groups may be subject to larger relative errors.

For percentages derived for various population groups, the measures of sampling variability shown in table B may be used as a guide.

Table B.--Sampling variability for percentages

If the estimated percentage is:	the chances are about 2 out of 3 that the sample estimate would not differ from the results of a complete census by more than:						
	Estimated base of percentage (thousands)						
	50	100	250	500	1,000	5,000	25,000
2 or 98	2.8	2.0	1.3	0.9	0.6	0.3	0.1
5 or 95	4.4	3.1	2.0	1.4	1.0	.4	.2
10 or 90	5.9	4.3	2.7	1.9	1.4	.6	.3
25 or 75	8.7	6.2	3.9	2.8	2.0	.9	.4
50	10.0	7.2	4.5	3.2	2.3	1.0	.5

Percentages derived from a larger base than shown will be subject to smaller relative errors.

Illustration for variability in numbers for population estimates: Table 7, section c, Job Training, shows an estimated 2,406,000 white men participating in job training. The standard error for this estimate can be obtained from table A. The estimated population of 2,406,000 falls approximately 35 percent of the distance between 1 and 5 million in table A. Thirty-five percent of the difference between 45,000 and 100,000 is 19,250. This latter figure added to 45,000 yields a standard error of approximately 64,000.

This estimated population was from a base number in table 7. The same procedure can be followed for percentages derived from the base numbers. Simply convert percentages to numbers and apply the same process.

Variability of percentages: Use table B and the same process as above in order to ascertain variability of percentages.

Tests for statistical significance of difference between percentages for two sample estimates: The standard error of the difference between percentages is the square root of the sum of the squares of the individual standard estimates. This formula and table B can be used to test statistical significance of the difference between percentages for two sample estimates. When applied to statistics for Negroes, the finding must be viewed with some caution since final tabulations may be subject to larger relative error for Negro and other races.

Percentages and Numbers. Because the data here are preliminary estimates, most are presented in percentages. The total numbers from which the percentages were calculated have been given so that additional analyses can be made. Small discrepancies can be introduced between some of the numbers derived for subtotals and totals because of rounding.

Small Sample Sizes. Percentages based on small sample sizes have been published here because they provide information not otherwise available; patterns may become evident; the figures may alert the reader to topics of interest when detailed data become available; and combinations of the smaller figures can yield quite reasonably stable population estimates which some analyses may require.

Order of Presentation

Tables are arranged progressively in four general sets of data: (1) total population and eligibility for adult education, (2) participants and nonparticipants in adult education, (3) utilization of various sources for adult education, and (4) compositions of specific source participations. Demographic characteristics presented here include age, race, and sex. Sources offering adult education appear as they were arranged in the third screener question: public or private school, college or university part time, job training, correspondence courses, community organization, tutor or private instructor, and other adult education activities.

This systematic presentation provides data which lend themselves to recombinations for particular interests.

Differences in Data Bases

Logical Progression. Because much of the data are presented in percentages, the nature of the total numbers on which the percentages are based must be noted. As the report progresses, the percentages reflect total numbers resulting from the logical step-by-step analyses of the population estimates. Of the many possible data bases, examples of some presented in this report are: (1) total adult population (age 17 and over), (2) eligible population (that is, total adult population excluding full-time students), (3) total participants in adult education, (4) demographic group involvement among instructional sources, (5) group membership composition in a particular instructional source, and (6) a subset of the last data base.

To illustrate: (1) women comprised 53.3 percent of the total estimated population age 17 and over (calculated from table 1); (2) 9.6 percent of the eligible women participated in adult education (table 1); (3) women comprised 47.5 percent of all participants (table 3); (4) of all women participants, 33.3 percent engaged in adult education in public or private schools (table 5); (5) of the total number of participants in public or private school adult education, 56.2 percent were women (derived from chart 3, section a, composition); and, even more specifically, (6) of all white women participating in adult education in public or private schools, 28.6 percent were ages 25 through 34 (table 7, section a).

The above illustration is just one of many demographic groups that lend themselves to this type of analysis. Particular sets of data of this sort, showing various facets or perspectives on

engagement in adult education, can be valuable to the decisionmaker for policy planning.

Utilizations Contrasted With Composition

Two kinds of analyses presented in this report are: (1) utilization and (2) composition. They are based on different population numbers.

Utilization is the proportion of involvement by a particular demographic group or a subgroup. For utilization, the total number of persons in the demographic group serves as the base. Percentages may total more than 100.0 because of multiple involvement. An illustration of utilization is given in table 6, section c, which shows that of the 275,000 Negro women age 35 and over participating in adult education, 40.7 percent utilized public or private schools as a source of instruction.

Composition is the proportion of designated subpopulations comprising the membership in the instructional source under consideration. For composition, the total number of relevant participants in the instructional source serves as the base. Composition totals 100.0 percent. As an example of composition, chart 3, section a, shows that of the total membership of 3,638,000 participants in public or private school adult education, 3.1 percent were Negro women age 35 and over.

The same principle can be applied in analyzing participants. For instance, one can speak of the proportion of the number of eligible women who participate in adult education. This is comparable to utilization. On the other hand, one can investigate the proportion of women represented among all participants. This is comparable to the concept of composition.

ANALYSIS OF PARTICIPATION

Participants in Adult Education and Full-time Students

Chart I shows the distribution of the population in the different age groups according to percentages participating in adult education and studying full time.

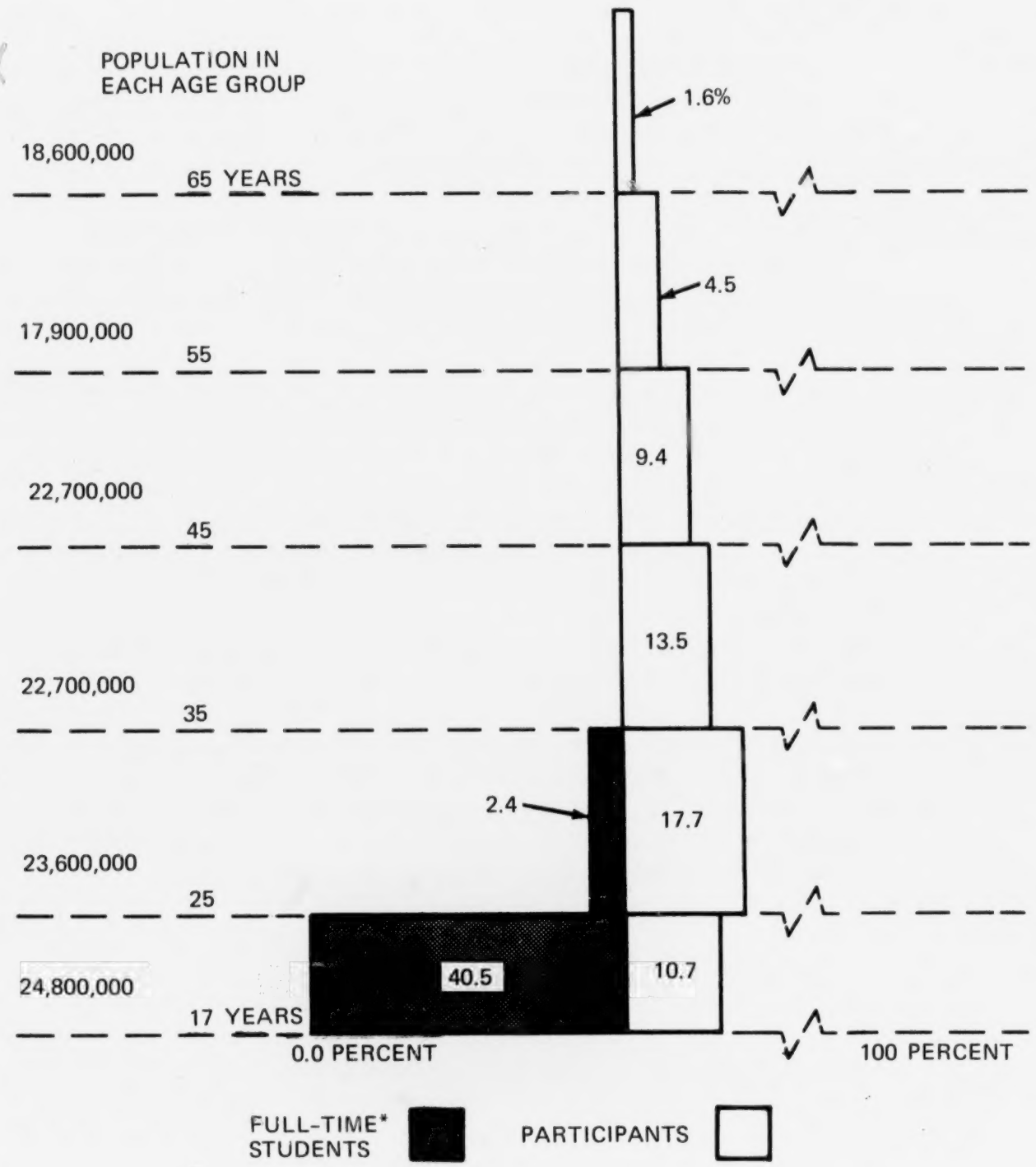
The first set of tables (tables 1 through 2b) screens the statistics in very much the same way that the questionnaire screened the general public to locate participants in adult education. From the total population age 17 and over, full-time students were subtracted to identify those eligible for the adult education questions. Then from the eligibles, persons responding "yes" regarding one or more instructional sources were determined to be participants in adult education.

By using data in table 1 for full-time students age 17 through 34 and for all participants in continuing education, information can be obtained about the educational pattern of adult Americans. Combinations of data indicate that 21.1 percent of all men age 17 and over either participated in adult education or were enrolled as full-time students, compared with 15.7 percent of all women of the same age range. For the total population the combined adult education and full-time study was 18.2 percent. Less than 1 person in 10 age 17 and over, however, was a full-time student; slightly more than 1 person in 10 was a participant in adult education (8.1 and 10.1 percent, respectively.)

Further illustration is offered to show how the data presented in table 1 can be used to derive additional percentages. For instance, if the reader wanted to know what percentage of the total population age 17 and over participated in adult education, he would take 11 percent of 119,719 (column 4). Then the number obtained would be divided by 130,314 (column 2) to get the percentage of the total population that participated in adult education--which is 10.1 percent.

As an indication of racial differences, table 1 shows that while the proportion of full-time students among whites age 17 through 34 was only slightly higher than the comparable proportion among Negroes (column 2), a relatively marked difference in the same direction appears for the proportion of eligible whites who were participants (11.2 percent, in column 5), compared with the proportion of eligible Negroes who were participants (8.4 percent).

CHART 1 - ADULTS AS FULL-TIME STUDENTS OR PARTICIPANTS IN ADULT EDUCATION, AS PERCENT OF TOTAL POPULATION, BY AGE GROUP: UNITED STATES, MAY 1969



SOURCE: DERIVED FROM TABLE 1.

* PERSONS AGE 35 AND OVER WERE NOT ASKED IF THEY WERE FULL-TIME STUDENTS.

Table 1 shows that for the age groups 35 and over, the drop in participation in adult education was linear and quite marked (bottom of column 5), whereas the level of participation for the eligible population remained fairly constant at 18 percent for both of the under-35 age groups. This compares with the drop in full-time students from 40.5 percent for age 17 through 24 to 2.4 percent for age 25 through 34 (column 3).

A greater proportion of Negro men than Negro women were full-time students (8.8 percent to 7.1 percent, table 2a, column 3); however, a greater percentage of eligible Negro women than Negro men participated in adult education (9.4 percent to 7.3 percent, column 5). The percentage of Negro women under age 35 was less than two points lower than the percentages for comparable groups of white women for both full-time study (16.5 percent to 18.2 percent, column 3) and for participation in adult education (13.2 percent to 14.8 percent, column 5).

Table 2a reveals, then, that there were proportionately fewer Negroes in adult education than white and other races (columns 4 and 5), but only a small difference in educational participation between Negro women and white women. The signal difference was between eligible Negro men and eligible white men. In the under-35 age group, 24.1 percent of the eligible white men participated in adult education but only 10.9 percent of the eligible Negro men (column 5). For men in the under-35 age group, the percentage of whites who were full-time students (column 3) was 6.5 points greater than for Negroes (26.8 percent to 20.3 percent).

By using a similar method for deriving additional information as shown previously for table 1, one can determine from the data given in table 2b that 61.7 percent of all white men from age 17 through 24 were either full-time students or were participating in adult education during the year preceding May 1969.

Table 1.--Total population age 17 and over, percent ineligible for adult education, number eligible, and percent participating, by sex, race, and age: United States, May 1969

(Numbers in thousands)

Sex, race, and age	Total population 1/	Ineligible 2/ (full-time students) as percent of total population	Eligible 3/ population	Participants 4/ as percent of eligible population
1	2	3	4	5
Total	130,314	8.1	119,719	11.0
Sex				
Men	60,863	9.8	54,905	12.6
Women	69,451	6.7	64,814	9.6
Race				
White	116,444	8.1	106,997	11.2
Negro	12,617	7.8	11,627	8.4
Other	1,252	12.5	1,096	12.1
Age				
Under 35	48,333	21.9	37,738	18.2
35 and over	81,981	NA	81,981	7.7
17-24	24,762	40.5	14,744	18.0
25-34	23,571	2.4	22,994	18.2
35-44	22,728	NA	22,728	13.5
45-54	22,756	NA	22,756	9.4
55-64	17,881	NA	17,881	4.5
65 and over	18,616	NA	18,616	1.6

1/ Noninstitutionalized civilians age 17 and over.
2/ Full-time students age 17-34.
3/ Not full-time students age 17 and over.
4/ Persons engaged in one or more adult education activity, not full-time students, age 17 and over.
NA Not applicable--persons age 35 and over were not asked whether they were full-time students and, hence, all are treated here as eligible for adult education.
Note: Detail may not add to total because of rounding.

Table 2a.--Total population age 17 and over, percent ineligible for adult education, number eligible, and percent participating, by age summarizations, sex, and race: United States, May 1969

(Numbers in thousands)

Age, sex, and race	Total population 1/	Ineligible 2/ (full-time students) as percent of total population	Eligible 3/ population	Participants 4/ as percent of eligible population
1	2	3	4	5
Total	130,314	8.1	119,719	11.0
Age 17 and over				
Men				
White	54,586	9.8	49,230	13.1
Negro	5,669	8.8	5,171	7.3
Other	608	17.1	503	11.3
Women				
White	61,858	6.6	57,767	9.6
Negro	6,948	7.1	6,456	9.4
Other	645	8.1	592	12.8
Under age 35				
Men				
White	19,958	26.8	14,601	24.1
Negro	2,452	20.3	1,955	10.9
Other	234	44.4	129	23.3
Women				
White	22,427	18.2	18,335	14.8
Negro	2,983	16.5	2,490	13.2
Other	280	18.6	227	21.1
Age 35 and over				
Men				
White	34,629	NA	34,629	8.5
Negro	3,217	NA	3,217	5.1
Other	374	NA	374	7.5
Women				
White	39,432	NA	39,432	7.2
Negro	3,965	NA	3,965	6.9
Other	365	NA	365	7.7

1/ Noninstitutionalized civilians age 17 and over.
2/ Full-time students age 17-34.
3/ Not full-time students age 17 and over.
4/ Persons engaged in one or more adult education activity, not full-time students, age 17 and over.
NA Not applicable--persons age 35 and over were not asked whether they were full-time students and, hence, all are treated here as eligible for adult education.
Note: Detail may not add to total because of rounding.

Table 2b.--Total population age 17 and over, percent ineligible for adult education, number eligible, and percent participating, by age groups, sex, and race: United States, May 1969

(Numbers in thousands)

Age groups, sex, and race	Total population[1]	Ineligible[2] (full-time students) as percent of total population	Eligible[3] population	Participants[4] as percent of eligible population
1	2	3	4	5
Total	130,314	8.1	119,719	11.0
17-24				
Men				
White	9,905	49.9	4,959	23.1
Negro	1,343	36.2	857	12.1
Other	119	69.7	37	16.2
Women				
White	11,642	34.2	7,665	16.0
Negro	1,619	29.5	1,142	13.0
Other	132	35.6	85	28.2
25-34				
Men				
White	10,052	4.1	9,643	24.7
Negro	1,109	1.1	1,098	10.0
Other	114	19.3	93	24.7
Women				
White	10,784	1.1	10,670	13.9
Negro	1,363	1.1	1,349	13.3
Other	147	3.4	142	16.2
35-44				
Men				
White	9,765	NA	9,765	15.8
Negro	1,005	NA	1,005	10.0
Other	124	NA	124	14.5
Women				
White	10,412	NA	10,412	12.1
Negro	1,262	NA	1,262	10.3
Other	160	NA	160	10.0
45-54				
Men				
White	9,872	NA	9,872	9.8
Negro	936	NA	936	4.9
Other	100	NA	100	8.0
Women				
White	10,633	NA	10,633	9.3
Negro	1,119	NA	1,119	9.9
Other	97	NA	97	8.2
55-64				
Men				
White	7,683	NA	7,683	4.3
Negro	678	NA	678	1.2
Other	79	NA	79	1.3
Women				
White	8,577	NA	8,577	5.1
Negro	803	NA	803	3.2
Other	60	NA	60	6.7
65 and over				
Men				
White	7,309	NA	7,309	1.3
Negro	597	NA	597	1.3
Other	70	NA	70	L
Women				
White	9,810	NA	9,810	1.8
Negro	781	NA	781	1.0
Other	49	NA	49	2.0

1/ Noninstitutionalized civilians age 17 and over.
2/ Full-time students age 17-34.
3/ Not full-time students age 17 and over.
4/ Persons engaged in one or more adult education activity, not full-time students, age 17 and over.
L Less than 0.05 percent.
NA Not applicable--persons age 35 and over were not asked whether they were full-time students and, hence, all are treated here as eligible for adult education.
Note: Detail may not add to total because of rounding.

Participants and Nonparticipants

To understand this analysis of adult education, an examination of the characteristics of both participants and nonparticipants will be helpful. Each group is more understandable with knowledge of the other. Nonparticipants are potential participants. Table 3, 4a, and 4b provide data about participants and nonparticipants.

Table 3 shows that proportionally more men than women comprised those participating in adult education (52.5 percent to 47.5 percent). Among nonparticipants, however, there was a larger percentage of women than men (55.0 percent to 45.0 percent). Table 1 in this report indicated there were approximately 8.6 million more women in the population age 17 and over in May 1969. The differences of percentages for men and women among participants and nonparticipants illustrates the importance of including data about nonparticipants; there was not necessarily a direct inverse relationship.

Data in table 1 can be used to calculate that Negroes comprised 9.7 percent of the total population age 17 and over, while table 3 indicates that among participants 7.5 percent were Negroes. Whites comprised 89.3 percent of the total population but 91.5 percent of the participants in adult education. The remaining 1.0 percent of the population was of "other" races.

Proportions of nonparticipants (table 3) were fairly evenly distributed across age categories except for the youngest, ages 17 through 24, which was only about two-thirds the size of the other age groups and where the majority were either full-time students or participants in adult education. Even though the number of people in the population decreased with age, the proportions of nonparticipants remained relatively constant for all age categories because of the rapid decrease of full-time students and the tapering off of participants in adult education, especially after age 34.

From table 3, it can be determined that the median age for participants in adult education was 34 years, and for nonparticipants 46 years. Of the participants, 75.5 percent were younger than 45 years, in contrast to 47.4 percent of the nonparticipants.

Slightly more participants in adult education were under age 35 than were 35 and over. For nonparticipants, however, less than half as many were under age 35 as were age 35 and over. Tables 4a and 4b substantiate that this is generally true for men and women, whites and Negroes, or any sex-race combination.

Table 4b indicates that for groups of participants by age, sex, and race combinations the first and second largest groups of participants in adult education were white men age 25 through 34 (18.1 percent) and age 35 through 44 (11.7 percent).

Table 3.--Participants and nonparticipants in adult education, by sex, race, and age, in percents: United States, May 1969

Sex, race, and age	Eligible population	
	Participants 1/	Nonparticipants 2/
1	2	3
Total (in thousands)	13,150	106,569
	Percent of column totals	
Sex		
Men	52.5	45.0
Women	47.5	55.0
Race		
White	91.5	89.1
Negro	7.5	10.0
Other	1.0	.9
Age		
Under 35	52.1	29.0
35 and over	47.9	71.0
17-24	20.2	11.4
25-34	31.9	17.6
35-44	23.4	18.4
45-54	16.2	19.4
55-64	6.1	16.0
65 and over	2.2	17.2

1/ Persons engaged in one or more adult education activity, not full-time students, age 17 and over.
2/ Persons with no adult education activities, not full-time students, age 17 and over.
Note: Detail may not add to total because of rounding.

Table 4a.--Participants and nonparticipants in adult education, by age summarizations, sex, and race, in percents: United States, May 1969

Age, sex, and race	Eligible population	
	Participants 1/	Nonparticipants 2/
1	2	3
Total (in thousands)	13,150	106,569
	Percent of column totals	
17 and over		
Men		
White	49.2	40.1
Negro	2.9	4.5
Other	.4	.4
Women		
White	42.4	49.0
Negro	4.6	5.5
Other	.6	.5
	Percent of column totals	
Under 35		
Men		
White	26.8	10.4
Negro	1.6	1.6
Other	.2	.1
Women		
White	20.6	14.7
Negro	2.5	2.0
Other	.4	.2
35 and over		
Men		
White	22.3	29.7
Negro	1.2	2.9
Other	.2	.3
Women		
White	21.8	34.3
Negro	2.1	3.5
Other	.2	.3

1/ Persons engaged in one or more adult education activity, not full-time students, age 17 and over.
2/ Persons with no adult education activities, not full-time students, age 17 and over.
Note: Detail may not add to total because of rounding.

Table 4b.--Participants and nonparticipants in adult education, by age group, sex, and race, in percent: United States, May 1969

Age, sex, and race	Eligible population	
	Participants 1/	Nonparticipants 2/
1	2	3
Total (in thousands)	13,150	106,569
	Percent of column totals	
17-24		
Men		
White	8.7	3.6
Negro	.8	.7
Other	L	L
Women		
White	9.3	6.0
Negro	1.1	.9
Other	.2	.6
25-34		
Men		
White	18.1	6.8
Negro	.8	.9
Other	.2	.1
Women		
White	11.3	8.6
Negro	1.4	1.1
Other	.2	.1
35-44		
Men		
White	11.7	7.7
Negro	.8	.8
Other	.1	.1
Women		
White	9.6	8.6
Negro	1.0	1.1
Other	.1	.1
45-54		
Men		
White	7.4	8.4
Negro	.3	.8
Other	.1	.1
Women		
White	7.6	9.0
Negro	.8	.9
Other	.1	.1
55-64		
Men		
White	2.5	6.9
Negro	.1	.6
Other	L	.1
Women		
White	3.3	7.6
Negro	.2	.7
Other	L	.1
65 and over		
Men		
White	.7	6.8
Negro	.1	.6
Other	-	.1
Women		
White	1.4	9.0
Negro	.1	.7
Other	L	L

1/ Persons engaged in one or more adult education activity, not full-time students, age 17 and over.
2/ Persons with no adult education activities, not full-time students, age 17 and over.
L Less than 0.05 percent.
Note: Detail may not add to total because of rounding.

Participant Utilizations of Instructional Sources

This section of the initial report shows utilizations of the seven instructional sources according to the distribution of involvement by the total participating population and by the various subpopulations. The seven instructional sources discussed are: public or private school, college or university part time, job training, correspondence courses, community organizations, tutor or private instructor, and other sources.

Chart 2 shows the percents of the total participating population in the seven instructional sources of adult education.

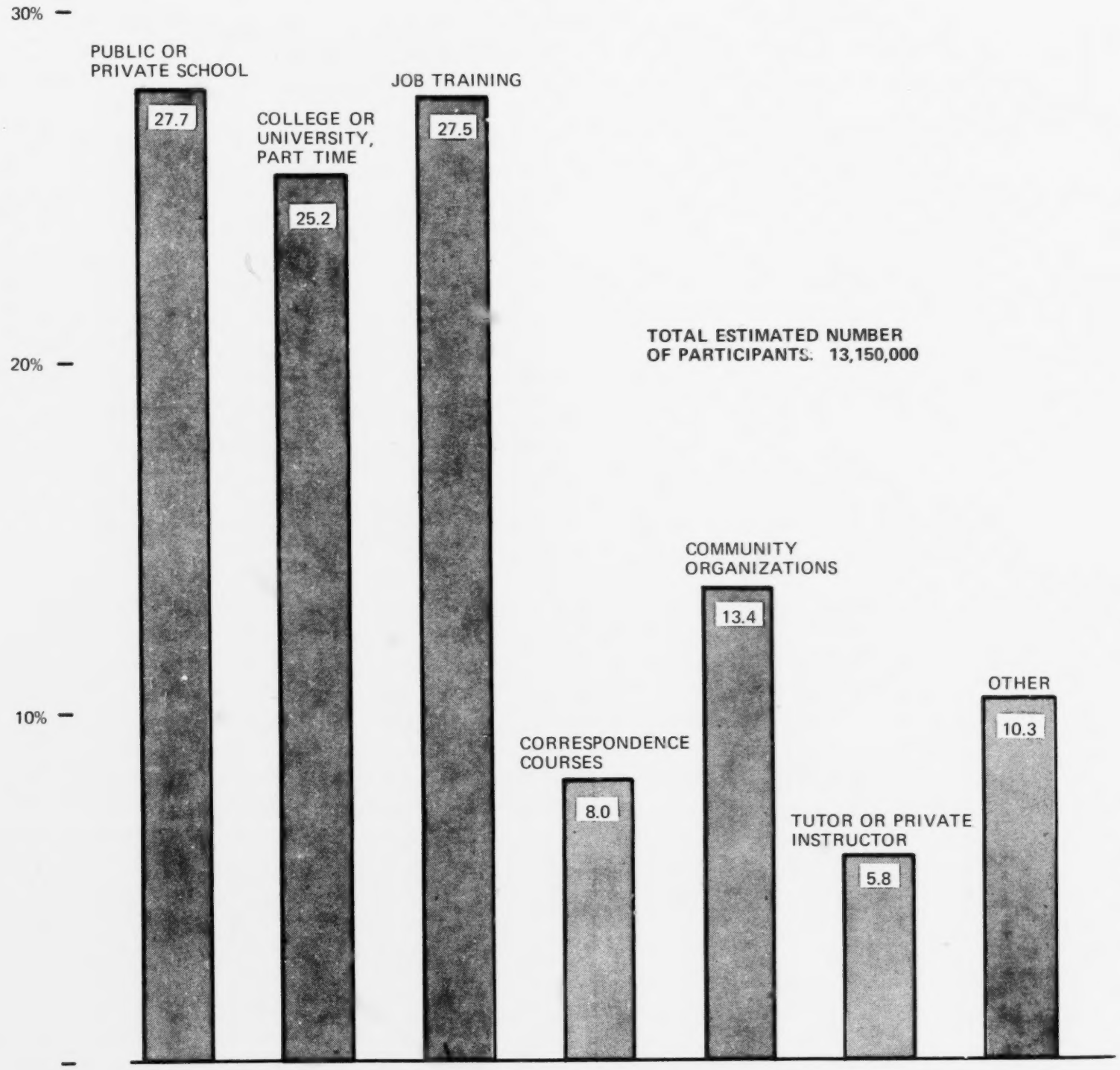
Table 5 shows men in greater numbers than women in job training and correspondence courses. Women were more likely to have taken adult education in public or private schools, community organizations, and with a tutor or private instructor. While the pattern was distinctly different for five of the seven sources, there was relatively little difference by sex in college or university part time and in other adult education activities.

In comparing the instructional sources utilized by whites and by Negroes, table 5 shows that only in public or private schools was there a greater proportion of participation by Negroes.

People age 35 and over participated considerably less in college or university part time, as expected, and more in community organizations as sources of adult education. This is confirmed in statistics presented for the smaller age groups.

The difference between participant utilizations of instructional sources and composition of participants within an instructional source is illustrated by comparing tables 5 and 7e. For example, table 5 shows that a large percentage (42.4) of persons age 65 and over utilized community organizations for their adult education, but table 7e shows that most of the people participating in adult education in community organizations were in the age groups from 25 through 44 (56.2 percent).

CHART 2 - INSTRUCTIONAL SOURCES OF ADULT EDUCATION UTILIZED BY PARTICIPANTS, IN PERCENTS[1]: UNITED STATES, MAY 1969



SOURCE: TABLE 5.

[1]PERCENTAGES TOTAL MORE THAN 100.0 DUE TO PARTICIPATION IN MORE THAN ONE INSTRUCTIONAL SOURCE OF ADULT EDUCATION.

Table 5.--Instructional sources utilized for adult education as percent of sex, race, and age groups: United States, May 1969

Instructional sources	Total	Sex		Race			Age	
		Men	Women	White	Negro	Other	Under 35	35 and over
1	2	3	4	5	6	7	8	9
All sources (in thousands)	13,150	6,898	6,253	12,036	981	133	6,852	6,298
	Percent 1/ of column totals							
Public or private school	27.7	22.6	33.3	27.1	33.8	36.8	27.2	28.2
College or university part time	25.2	26.9	23.3	25.5	21.9	21.8	30.4	19.5
Job training	27.5	37.1	16.9	27.4	28.7	21.8	28.3	26.6
Correspondence courses	8.0	10.7	5.0	8.3	4.6	4.5	9.3	6.6
Community organizations	13.4	8.3	19.1	13.6	11.4	15.8	9.4	17.8
Tutor or private instructor	5.8	3.9	7.9	5.9	3.3	10.5	4.6	7.1
Other	10.3	10.2	10.4	10.3	9.4	12.8	9.5	11.1

	Total	Age groups					
		17-24	25-34	35-44	45-54	55-64	65 and over
	2	10	11	12	13	14	15
All sources (in thousands)	13,150	2,656	4,195	3,066	2,134	803	295
	Percent 1/ of column totals						
Public or private school	27.7	28.6	26.3	28.0	30.0	26.2	21.7
College or university part time	25.2	31.0	30.0	22.4	19.7	13.0	5.4
Job training	27.5	27.9	28.5	27.8	27.4	27.5	6.1
Correspondence courses	8.0	8.9	9.6	6.8	6.7	5.2	6.8
Community organizations	13.4	6.0	11.5	16.6	15.2	20.4	42.4
Tutor or private instructor	5.8	3.6	5.2	6.9	6.1	8.1	13.2
Other	10.3	10.9	8.6	10.1	10.7	15.2	13.2

1/ Percentages total more than 100.0 due to participation in more than one instructional source of adult education.

Note: Detail may not add to total because of rounding.

Participant Utilizations of Instructional Sources (continued)

Table 6 shows how participants in each age group use the different instructional sources of adult education.

Table 6, section a, confirms the general findings in table 5. Public or private schools constituted the most commonly used instructional source with a high, excepting "other" categories, of 37.9 percent for Negro women. The second largest percentage was for white men in job training at 37.2 with the third high of 35 percent for Negro men in job training. The order of these particular rankings, however, could change due to sampling variability.

Table 6, sections b and c, shows the manner in which persons in the age groups under 35 and 35 and over distributed themselves among the several instructional sources. These tables also provide the data source for the crossbars in chart 3 which graphically illustrates the utilizations by each demographic group for each instructional source.

Table 6, sections d through i, shows for a given age group, sex, and race what percentages of participants were involved in each of the seven sources of adult education. Because of limited sizes of the original subcategory samplings some of the figures must be viewed with caution. The data in table 6, sections d through i, do reveal, though, a consistent pattern of participation that reinforces the findings in the other tables dealing with larger age groupings. It is from this set of tables that data can be obtained to provide the basis for further study of such groups as middle-aged women, senior citizens, young Negro men, and so on.

Table 6.--Instructional sources utilized for adult education as percent of age groups, by sex and race: United States, May 1969

Instructional sources	Total participants	Men			Women		
		White	Negro	Other	White	Negro	Other
1	2	3	4	5	6	7	8
	a. TOTAL PARTICIPANTS AGE 17 AND OVER						
All sources (in thousands)	13,150	6,464	377	57	5,573	604	76
	Percent 1/ of column totals						
Public or private school	27.7	22.3	27.3	24.6	32.6	37.9	46.1
College or university part time	25.2	27.0	24.1	26.3	23.7	20.5	18.4
Job training	27.5	37.2	35.0	35.1	16.1	24.8	11.8
Correspondence courses	8.0	11.0	5.8	8.8	5.2	3.8	1.3
Community organizations	13.4	8.3	8.5	7.0	19.6	13.2	22.4
Tutor or private instructor	5.8	3.9	2.7	7.0	8.3	3.6	13.2
Other	10.3	10.2	9.3	15.8	10.4	9.6	10.5

See footnotes at end of table.

Table 6.--Instructional sources utilized for adult education as percent of age groups, by sex and race: United States, May 1969--Continued

Instructional sources	Total	Men			Women		
		White	Negro	Other	White	Negro	Other
1	2	3	4	5	6	7	8
	b. PARTICIPANTS UNDER AGE 35						
All sources (in thousands)	6,852	3,524	214	30	2,707	329	48
	Percent 1/ of column totals						
Public or private school	27.2	21.5	22.0	30.0	33.8	35.6	37.5
College or university part time	30.4	33.1	28.0	23.3	28.4	20.7	29.2
Job training	28.3	37.3	37.9	40.0	15.8	28.3	12.5
Correspondence courses	9.3	12.4	7.5	10.0	5.9	6.4	2.1
Community organizations	9.4	5.2	5.1	-	14.9	11.3	20.8
Tutor or private instructor	4.6	3.2	1.9	10.0	6.3	4.3	14.6
Other	9.5	8.6	8.9	13.3	10.5	10.3	10.4
	c. PARTICIPANTS AGE 35 AND OVER						
All sources (in thousands)	6,298	2,939	163	28	2,865	275	28
	Percent 1/ of column totals						
Public or private school	28.2	23.2	33.7	17.9	31.5	40.7	60.7
College or university part time	19.5	19.8	19.0	28.6	19.2	20.4	-
Job training	26.6	37.1	31.9	25.0	16.4	20.7	10.7
Correspondence courses	6.6	9.3	3.7	3.6	4.6	.7	-
Community organizations	17.8	12.0	12.9	14.3	24.2	15.6	25.0
Tutor or private instructor	7.1	4.7	3.7	3.6	10.1	2.9	10.7
Other	11.1	12.1	9.8	14.3	10.4	8.4	14.3

See footnotes at end of table.

Table 6.--Instructional sources utilized for adult education as percent of age groups, by sex and race: United States, May 1969--Continued

Instructional sources	Total	Men			Women		
		White	Negro	Other	White	Negro	Other
1	2	3	4	5	6	7	8
		d. PARTICIPATION AGE 17 THROUGH 24					
All sources (in thousands)	2,656	1,147	104	6	1,225	149	24
		Percent 1/ of column totals					
Public or private school	28.6	23.8	23.1	16.7	32.2	38.9	41.7
College or university part time	31.0	32.4	28.8	50.0	31.8	16.1	25.0
Job training	27.9	36.7	43.3	50.0	17.8	32.9	20.8
Correspondence courses	8.9	12.3	1.9	-	6.8	6.7	-
Community organizations	6.0	2.6	1.0	-	9.7	5.4	-
Tutor or private instructor	3.6	3.0	1.9	-	4.2	2.0	20.8
Other	10.9	9.7	8.7	16.7	12.1	11.4	12.5
		e. PARTICIPANTS AGE 25 THROUGH 34					
All sources (in thousands)	4,195	2,377	110	23	1,482	180	23
		Percent 1/ of column totals					
Public or private school	26.3	20.5	20.9	30.4	35.2	32.8	34.8
College or university part time	30.0	33.4	27.3	17.4	25.6	24.4	39.1
Job training	28.5	37.7	32.7	43.5	14.1	24.4	4.4
Correspondence courses	9.6	12.4	12.8	13.0	5.1	6.7	4.4
Community organizations	11.5	6.4	8.2	-	19.1	16.1	43.5
Tutor or private instructor	5.2	3.4	2.7	13.0	8.0	5.6	8.7
Other	8.6	8.0	9.1	13.0	9.2	9.4	4.4

See footnotes at end of table.

Table 6.--Instructional sources utilized for adult education as percent of age groups, by sex and race: United States, May 1969--Continued

Instructional sources	Total	Men			Women		
		White	Negro	Other	White	Negro	Other
1	2	3	4	5	6	7	8
	f. PARTICIPANTS AGE 35 THROUGH 44						
All sources (in thousands)	3,066	1,545	101	18	1,256	130	16
	Percent 1/ of column totals						
Public or private school	28.0	23.2	35.6	16.7	31.7	41.5	56.3
College or university part time	22.4	23.3	21.8	27.8	20.9	29.2	-
Job training	27.8	36.9	31.7	27.8	16.9	23.1	18.8
Correspondence courses	6.8	9.9	1.0	5.6	4.2	.8	-
Community organizations	16.6	12.2	11.9	11.1	23.8	6.9	-
Tutor or private instructor	6.8	4.0	5.9	5.6	10.8	2.3	12.5
Other	10.1	10.2	9.9	22.2	10.1	6.9	12.5
	g. PARTICIPANTS AGE 45 THROUGH 54						
All sources (in thousands)	2,134	967	46	8	993	111	8
	Percent 1/ of column totals						
Public or private school	30.0	22.8	32.6	25.0	35.6	40.5	75.0
College or university part time	19.7	18.8	17.4	37.5	21.3	12.6	-
Job training	27.4	39.3	37.0	37.5	16.3	20.7	-
Correspondence courses	6.7	8.8	10.9	-	5.1	.9	-
Community organizations	15.2	10.7	8.7	25.0	19.2	18.0	50.0
Tutor or private instructor	6.1	4.4	-	-	8.6	2.7	-
Other	10.7	12.4	6.5	-	9.8	8.1	12.5

See footnotes at end of table.

Table 6.--Instructional sources utilized for adult education as percent of age groups, by sex and race: United States, May 1969--Continued

Instructional sources	Total	Men			Women		
		White	Negro	Other	White	Negro	Other
1	2	3	4	5	6	7	8
	h. PARTICIPANTS AGE 55 THROUGH 64						
All sources (in thousands)	803	329	8	1	436	26	4
	Percent 1/ of column totals						
Public or private school	26.2	24.3	12.5	-	26.4	46.2	25.0
College or university part time	13.0	10.6	-	-	15.1	7.7	-
Job training	27.5	39.2	37.5	-	20.0	11.5	-
Correspondence courses	5.2	7.3	-	-	4.1	-	-
Community organizations	20.4	12.5	12.5	-	25.5	34.6	50.0
Tutor or private instruction	8.1	5.8	-	-	10.6	-	25.0
Other	15.2	17.6	37.5	100.0	12.8	15.4	-
	i. PARTICIPANTS AGE 65 AND OVER						
All sources (in thousands)	295	98	8	-	180	8	1
	Percent 1/ of column totals						
Public or private school	21.7	23.5	50.0	-	20.0	12.5	100.0
College or university part time	5.4	4.1	25.0	-	5.6	12.5	-
Job training	6.1	10.2	-	-	4.4	-	-
Correspondence courses	6.8	11.2	-	-	5.0	-	-
Community organizations	42.4	23.5	50.0	-	51.1	62.5	100.0
Tutor or private instructor	13.2	14.3	-	-	13.3	12.5	-
Other	13.2	20.4	-	-	10.0	12.5	-

1/ Percentages total more than 100.0 due to participation in more than one instructional source of adult education.
Note: Detail may not add to total because of rounding.

Instructional Sources in Terms of Demographic Characteristics

This section of the report presents an analysis of each instructional source by composition of the various demographic groups. Table 7 shows the proportion of participations by combined sex, race, and age groups.

Positively skewed frequency distributions can be seen in table 7a (columns 3 and 7) that show the relationship for both sexes between age and participation in public or private school adult education with highest percentages in age 25 through 34. However, the percentage distribution for women is less steep than the percentage distribution for men. Further examination of the table suggests that this difference in percentage distribution is more pronounced between white men and women (columns 4 and 8) than between Negro men and women (columns 5 and 9).

For table 7, sections b through g, some of the percentage entries are not based on samples large enough to be very reliable estimates of the population. For the breaks in sex by age categories (columns 3 and 7), however, most sample sizes are sufficient to offer reasonably stable population estimates.

From the detail presented in table 7, data can be combined in various ways to highlight findings in terms of sex and age, race and age, or sex and race. From section 7c, job training, data in columns 4 and 8 can be combined and compared with statistics in columns 5 and 9 to discover race and age responses for this instructional source. For example, of Negroes participating in job training, the greater percentage were age 17 through 24 as compared to whites.

Table 7.--Age composition as percent of sex and race in each instructional source of adult education: United States, May 1969

Age	Total participants	Men				Women			
		Total	White	Negro	Other	Total	White	Negro	Other
1	2	3	4	5	6	7	8	9	10
				a. PUBLIC OR PRIVATE SCHOOL					
17 and over (in thousands)	3,638	1,557	1,441	103	14	2,081	1,817	229	35
				Percent 1/ of column totals					
Under 35	51.3	52.3	52.7	45.6	64.3	50.5	50.3	51.1	51.4
35 and over	48.7	47.7	47.3	53.4	35.7	49.5	49.7	48.9	48.6
17-24	20.9	19.1	19.0	23.3	14.3	22.2	21.7	25.3	28.6
25-34	30.4	33.2	33.7	22.3	50.0	28.3	28.6	25.8	22.8
35-44	23.6	25.5	24.8	34.9	21.4	22.1	21.9	23.6	25.7
45-54	17.6	15.2	15.3	14.6	14.3	19.4	19.5	19.7	17.1
55-64	5.8	5.2	5.6	1.0	-	6.2	5.3	5.2	2.9
65 and over	1.7	1.8	1.6	3.9	-	1.8	2.0	.4	2.9
				b. COLLEGE OR UNIVERSITY PART TIME					
17 and over (in thousands)	3,312	1,853	1,747	91	15	1,459	1,321	124	14
				Percent 1/ of column totals					
Under 35	62.9	66.5	66.7	65.9	46.7	58.4	58.3	54.8	100.0
35 and over	37.0	33.5	33.3	34.1	53.3	41.6	41.7	45.2	-
17-24	24.9	21.8	21.3	32.9	20.0	28.8	29.5	19.3	42.9
25-34	38.0	44.7	45.4	33.0	26.7	29.6	28.7	35.5	64.3
35-44	20.7	20.9	20.6	24.2	33.3	20.6	19.9	30.6	-
45-54	12.7	10.4	10.4	8.8	20.0	15.6	16.0	11.2	-
55-64	3.1	1.9	2.0	-	-	4.7	5.0	1.6	-
65 and over	.5	.3	.3	2.2	-	.7	.8	.8	-

See footnotes at end of table.

Table 7.--Age composition as percent of sex and race in each instructional source of adult education: United States, May 1969--Continued

Age	Total participants	Men				Women			
		Total	White	Negro	Other	Total	White	Negro	Other
1	2	3	4	5	6	7	8	9	10
				c. JOB TRAINING					
17 and over (in thousands)	3,613	2,558	2,406	132	20	1,056	897	150	9
				Percent 1/ of column totals					
Under 35	53.6	55.1	54.7	61.4	60.0	49.9	47.7	62.0	66.7
35 and over	46.4	44.9	45.3	39.4	35.0	50.1	52.2	38.0	33.3
17-24	20.5	18.3	17.5	34.1	15.0	25.8	24.3	32.7	55.6
25-34	33.1	36.8	37.2	27.3	50.0	24.1	23.3	29.3	11.1
35-44	23.6	23.7	23.7	24.2	25.0	23.3	23.6	20.0	33.3
45-54	16.2	15.6	15.8	12.9	15.0	17.5	18.0	15.3	-
55-64	6.1	5.2	5.4	2.3	-	8.5	9.7	2.0	-
65 and over	.5	.4	.4	-	-	.8	.9	-	-
				d. CORRESPONDENCE COURSES					
17 and over (in thousands)	1,052	736	710	22	5	315	290	23	1
				Percent 1/ of column totals					
Under 35	60.5	61.8	61.4	72.7	60.0	57.8	54.8	91.3	100.0
35 and over	39.4	38.2	38.6	27.3	20.0	42.2	45.2	8.7	-
17-24	22.4	19.4	19.9	9.1	-	29.5	28.6	43.5	-
25-34	38.2	42.4	41.5	63.6	60.0	28.3	26.2	52.2	100.0
35-44	20.0	21.2	21.5	4.6	20.0	17.1	18.3	4.4	-
45-54	13.6	12.2	12.0	22.7	-	16.8	17.6	4.3	-
55-64	4.0	3.3	3.4	-	-	5.7	6.2	-	-
65 and over	1.9	1.5	1.5	-	-	2.9	3.1	-	-

See footnotes at end of table.

Table 7.--Age composition as percent of sex and race in each instructional source of adult education: United States, May 1969--Continued

Age	Total participants	Men				Women			
		Total	White	Negro	Other	Total	White	Negro	Other
1	2	3	4	5	6	7	8	9	10
				e. COMMUNITY ORGANIZATIONS					
17 and over (in thousands)	1,764	573	537	32	4	1,191	1,094	80	17
				Percent 1/ of column totals					
Under 35	36.3	33.7	34.1	34.4	-	37.6	36.7	46.2	58.8
35 and over	63.6	66.3	65.9	65.6	100.0	62.4	63.2	53.8	41.2
17-24	9.0	5.6	5.6	3.1	-	10.7	10.9	10.0	-
25-34	27.4	28.1	28.3	28.1	-	27.0	25.8	36.2	58.8
35-44	28.8	35.2	35.0	37.5	50.0	25.8	27.3	11.3	-
45-54	18.4	19.0	19.2	12.5	50.0	18.1	17.5	25.0	23.5
55-64	9.3	7.3	7.6	3.1	-	10.3	10.1	11.2	11.8
65 and over	7.1	4.7	4.3	12.5	-	8.2	8.4	6.3	5.9
				f. TUTOR OR PRIVATE INSTRUCTOR					
17 and over (in thousands)	758	266	252	10	4	492	461	22	10
				Percent 1/ of column totals					
Under 35	41.2	45.5	45.2	40.0	75.0	38.8	36.9	63.6	70.0
35 and over	58.7	54.1	54.4	60.0	25.0	61.2	62.9	36.4	30.0
17-24	12.7	13.2	13.5	20.0	-	12.2	11.3	13.6	50.0
25-34	28.6	32.3	32.1	30.0	75.0	26.6	25.6	45.5	20.0
35-44	27.7	25.9	24.6	60.0	25.0	28.7	29.3	13.6	20.0
45-54	17.3	16.2	17.1	-	-	17.9	18.4	13.6	-
55-64	8.6	7.1	7.5	-	-	9.5	10.0	-	10.0
65 and over	5.1	5.3	5.6	-	-	5.1	5.2	4.5	-
				g. OTHER ACTIVITIES					
17 and over (in thousands)	1,348	701	658	35	9	647	581	58	8
				Percent 1/ of column totals					
Under 35	48.1	46.4	45.9	54.3	44.4	49.9	48.9	58.6	62.5
35 and over	51.9	53.6	54.1	45.7	44.4	50.1	51.1	39.7	50.0
17-24	21.5	17.3	16.9	25.7	11.1	26.0	25.5	29.3	37.5
25-34	26.6	29.1	29.0	28.6	33.3	23.9	23.4	29.3	12.5
35-44	22.9	24.4	23.8	28.6	44.4	21.3	21.9	15.6	25.0
45-54	17.0	17.5	18.2	8.6	-	16.4	16.5	15.5	12.5
55-64	9.1	8.8	8.8	8.5	11.1	9.3	9.6	6.9	-
65 and over	2.9	2.9	3.0	-	-	2.9	3.1	1.7	-

1/ Percentages may not total to 100.0 because they are based on numbers independently rounded. Divergence from 100.0 percent may be accentuated when the independent rounding involves small numbers.

Note: Detail may not add to total because of rounding.

Utilizations Contrasted With Composition

To put the statistics in another perspective, the following sets in chart 3 contrast utilizations and composition in each of the seven instructional sources.

Utilizations, as illustrated in crossbars derived from data in table 6, sections b and c, are the proportions of involvements by each given demographic group in the various instructional sources. The data base is the total number of persons in a particular demographic group. Because participants may be engaged in adult education in more than one instructional source, utilizations by a particular subpopulation may total more than 100.0 percent.

Composition, as depicted by pie graphs based on unpublished tabulations, is the distribution of all the demographic groups which comprise the membership in the instructional source. The data base is the total number of participations in the instructional source under consideration. Composition totals 100.0 percent.

Placing the utilization crossbars and composition pie graph together for each instructional source enables the reader to better comprehend the instructional source by comparing the demographic group with itself (utilization) and in relation to other demographic groups (composition).

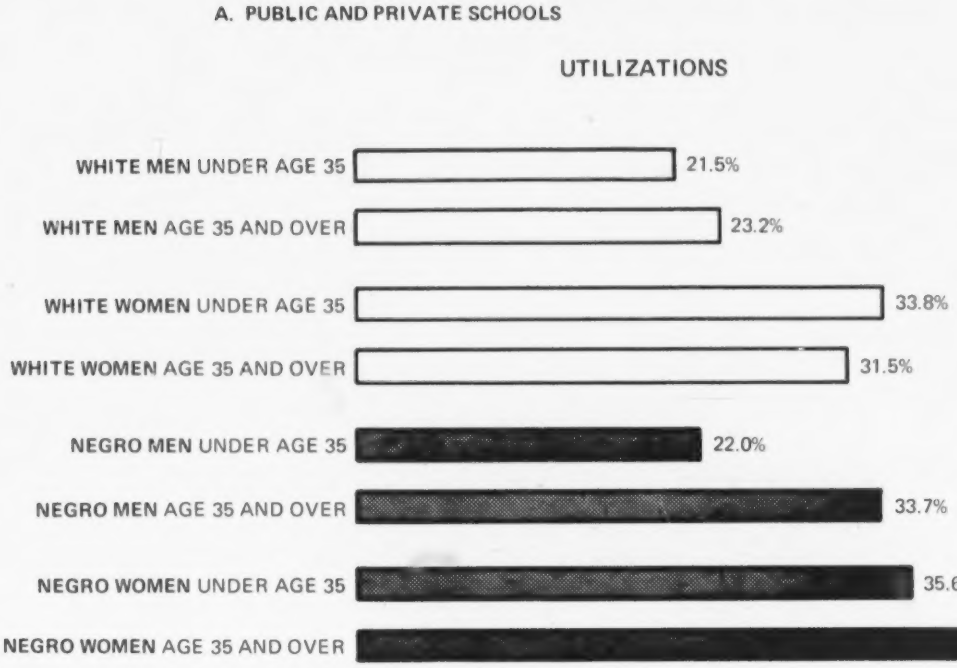
For instance, the crossbar in chart 3, section c, shows that among the 214,000 Negro men under age 35 participating in adult education, 37.9 percent were in job training. But the pie graph in chart 3, section c, shows that Negro men under age 35 were only 2.2 percent of the total 3,613,000 participants composing the membership in job training.

Because of their small numbers, "other" races have been omitted from the bar graphs. Additionally, men and women of other races under age 35 and age 35 and over have been combined into one group in the pie graphs.

CHART 3 - UTILIZATIONS CONTRASTED WITH COMPOSITION IN EACH INSTRUCTIONAL SOURCE OF ADULT EDUCATION BY RACE, SEX, AND AGE GROUP: UNITED STATES, MAY 1969

A. PUBLIC AND PRIVATE SCHOOLS

UTILIZATIONS



ESTIMATED NUMBER OF PARTICIPANTS IN EACH RACE, SEX, AGE GROUP IN ALL INSTRUCTIONAL SOURCES

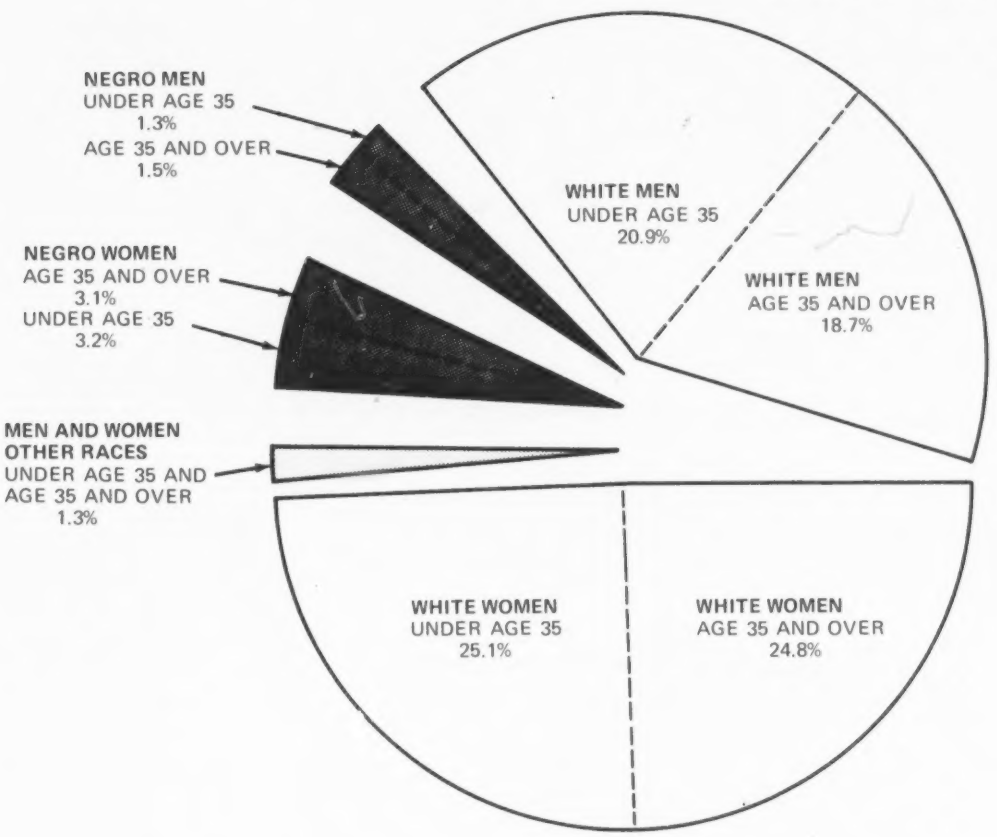
WHITE MEN UNDER AGE 35	3,524,000
WHITE MEN AGE 35 AND OVER	2,939,000
WHITE WOMEN UNDER AGE 35	2,707,000
WHITE WOMEN AGE 35 AND OVER	2,865,000
NEGRO MEN UNDER AGE 35	214,000
NEGRO MEN AGE 35 AND OVER	163,000
NEGRO WOMEN UNDER AGE 35	329,000
NEGRO WOMEN AGE 35 AND OVER	275,000

SOURCE: TABLE 6, SECTIONS B AND C.

NOTES: PERCENTS FOR EACH DEMOGRAPHIC GROUP TOTAL MORE THAN 100.0 DUE TO PARTICIPATION IN MORE THAN ONE INSTRUCTIONAL SOURCE OF ADULT EDUCATION.
MEN AND WOMEN, OTHER RACES, UNDER AGE 35 AND AGE 35 AND OVER HAVE BEEN OMITTED FROM THE CROSSBARS.

COMPOSITION

ESTIMATED NUMBER OF PARTICIPANTS: 3,638,000

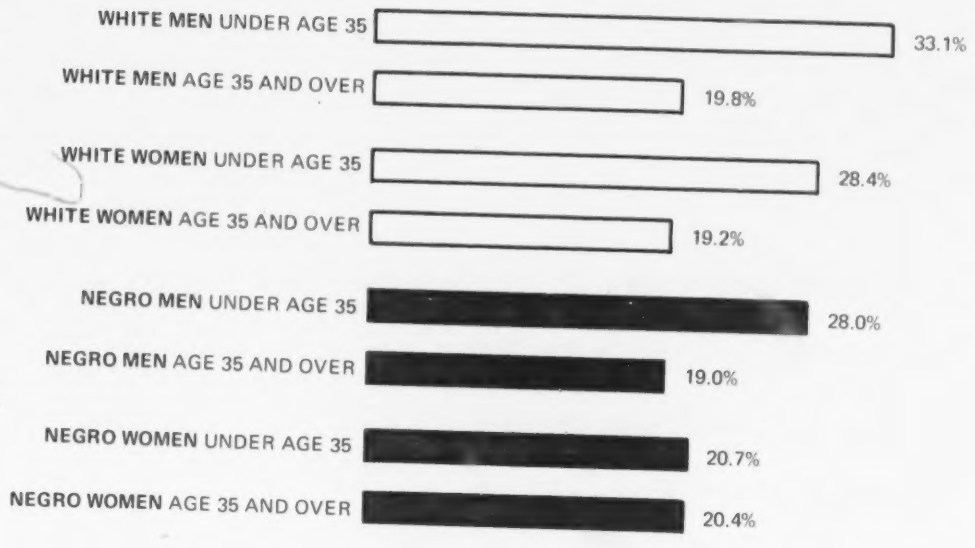


SOURCE: UNPUBLISHED TABULATIONS.

CHART 3 - UTILIZATIONS CONTRASTED WITH COMPOSITION IN EACH INSTRUCTIONAL SOURCE OF ADULT EDUCATION BY RACE, SEX, AND AGE GROUP: UNITED STATES, MAY 1969 - - CONTINUED

B. COLLEGE AND UNIVERSITY PART TIME

UTILIZATIONS



ESTIMATED NUMBER OF PARTICIPANTS IN EACH RACE, SEX, AGE GROUP IN ALL INSTRUCTIONAL SOURCES

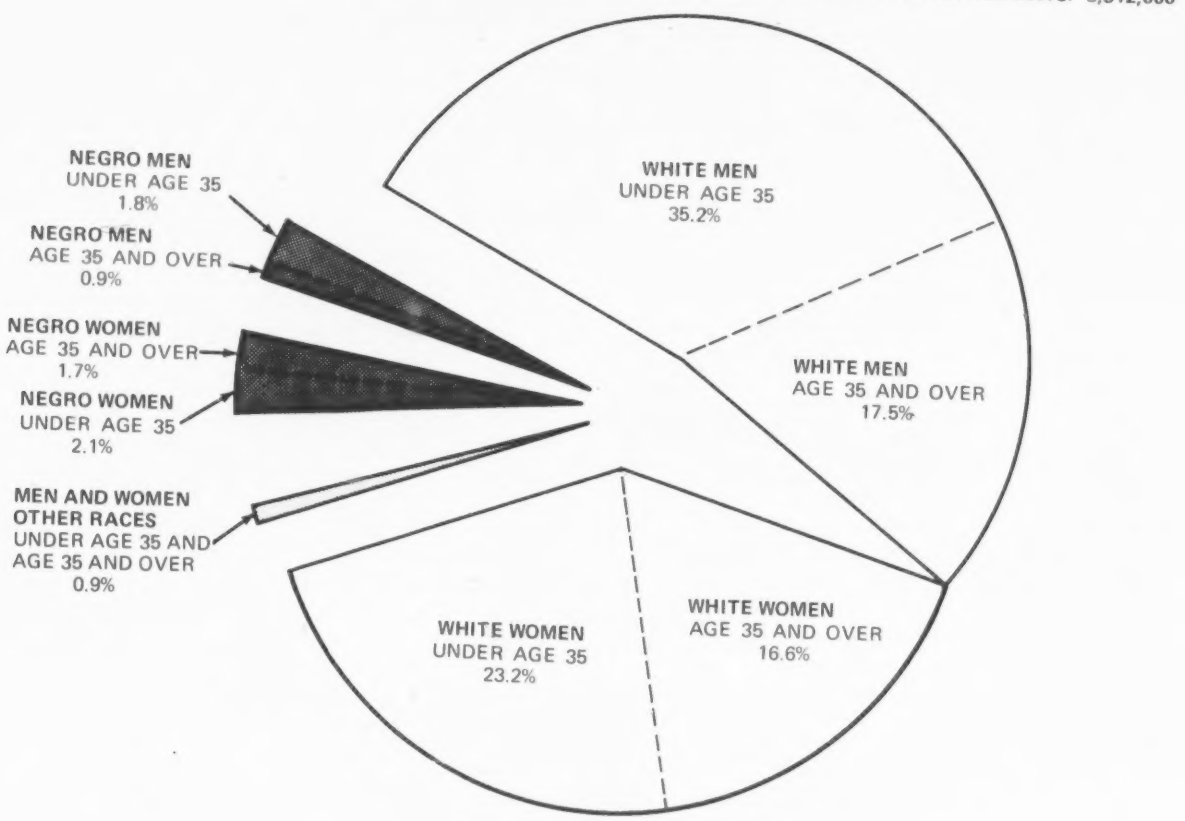
3,524,000
2,939,000
2,707,000
2,865,000
214,000
163,000
329,000
275,000

SOURCE: TABLE 6, SECTIONS B AND C.

NOTES: PERCENTS FOR EACH DEMOGRAPHIC GROUP TOTAL MORE THAN 100.0 DUE TO PARTICIPATION IN MORE THAN ONE INSTRUCTIONAL SOURCE OF ADULT EDUCATION.
MEN AND WOMEN, OTHER RACES, UNDER AGE 35 AND AGE 35 AND OVER HAVE BEEN OMITTED FROM THE CROSSBARS.

COMPOSITION

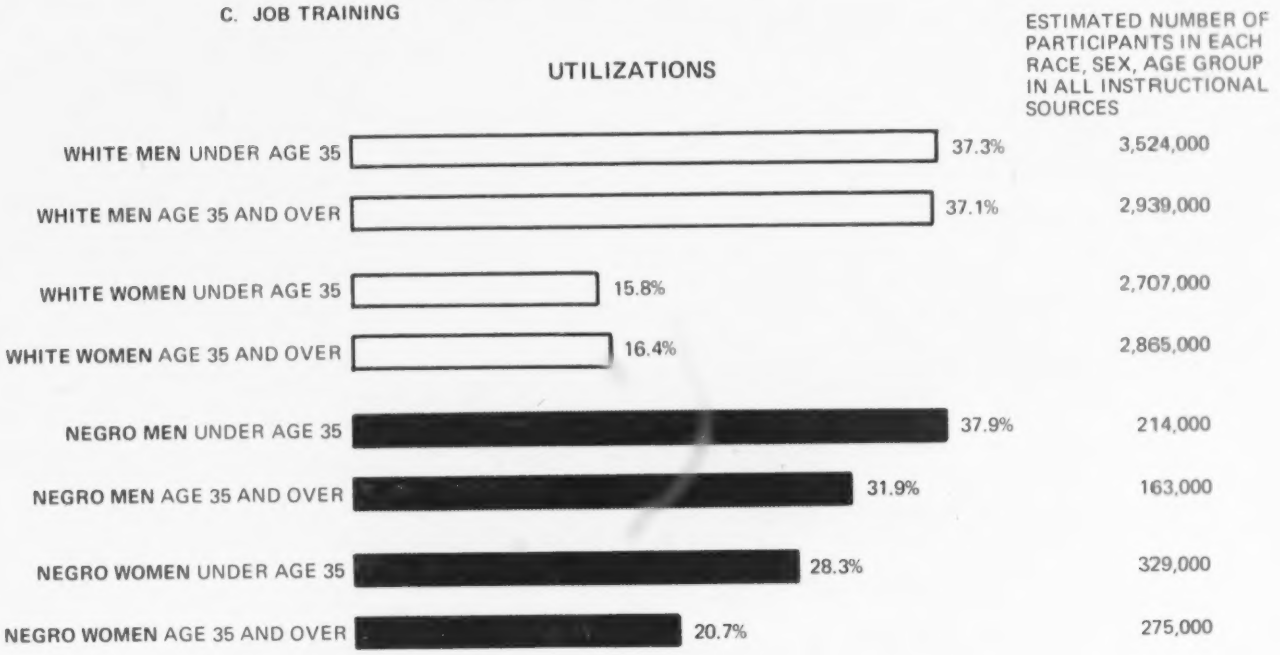
ESTIMATED NUMBER OF PARTICIPANTS: 3,312,000


NEGRO MEN UNDER AGE 35 1.8%
NEGRO MEN AGE 35 AND OVER 0.9%
NEGRO WOMEN AGE 35 AND OVER 1.7%
NEGRO WOMEN UNDER AGE 35 2.1%
MEN AND WOMEN OTHER RACES UNDER AGE 35 AND AGE 35 AND OVER 0.9%
WHITE MEN UNDER AGE 35 35.2%
WHITE MEN AGE 35 AND OVER 17.5%
WHITE WOMEN UNDER AGE 35 23.2%
WHITE WOMEN AGE 35 AND OVER 16.6%

SOURCE: UNPUBLISHED TABULATIONS.

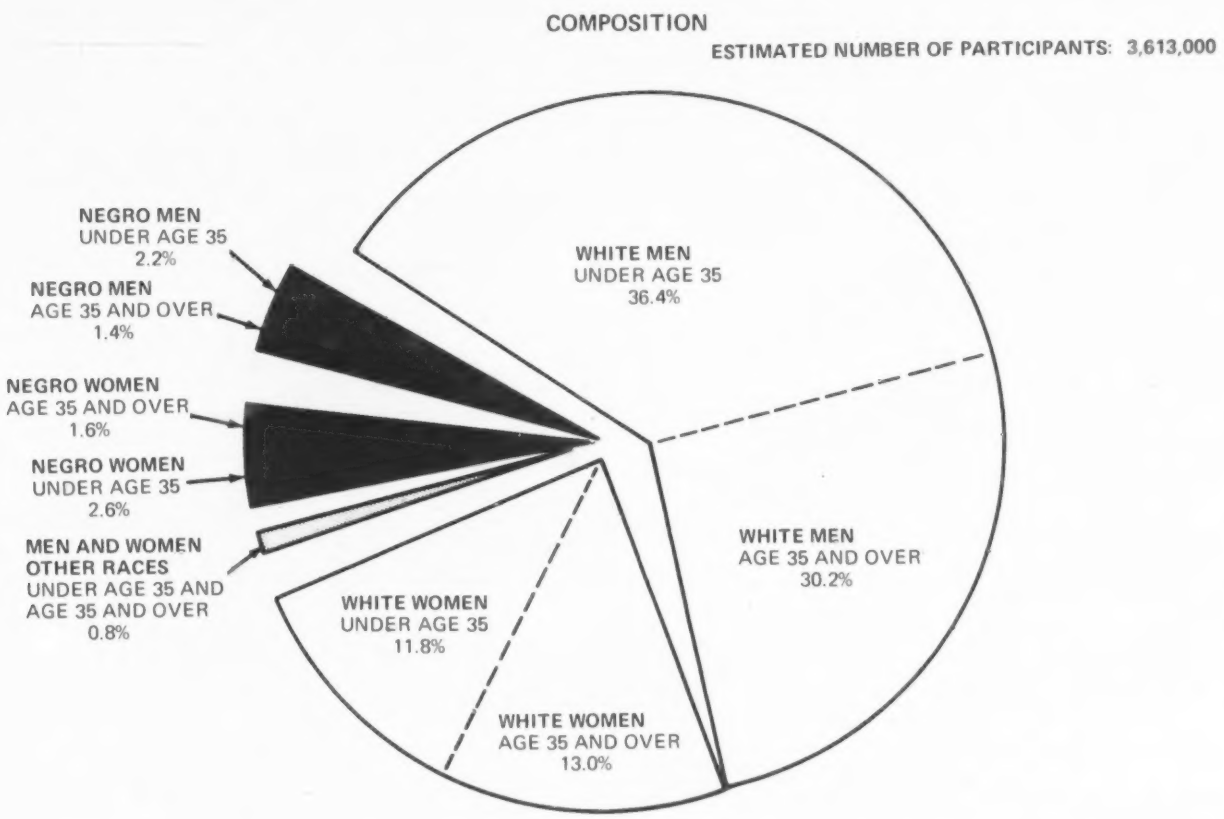
CHART 3 - UTILIZATIONS CONTRASTED WITH COMPOSITION IN EACH INSTRUCTIONAL SOURCE OF ADULT EDUCATION BY RACE, SEX, AND AGE GROUP: UNITED STATES, MAY 1969 - - CONTINUED

C. JOB TRAINING



SOURCE: TABLE 6, SECTIONS B AND C.

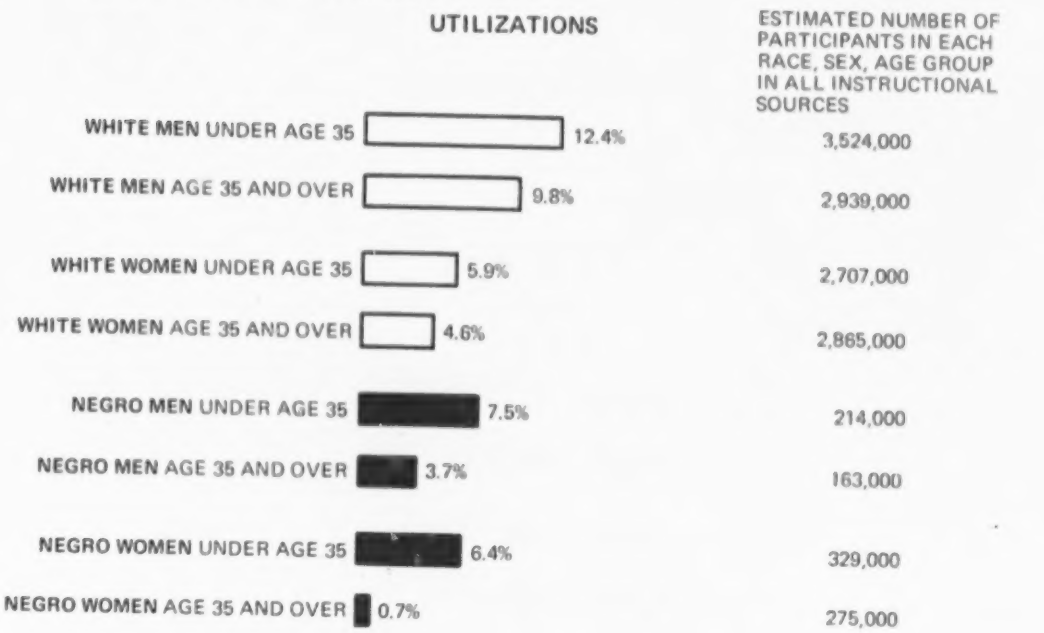
NOTES: PERCENTS FOR EACH DEMOGRAPHIC GROUP TOTAL MORE THAN 100.0 DUE TO PARTICIPATION IN MORE THAN ONE INSTRUCTIONAL SOURCE OF ADULT EDUCATION.
MEN AND WOMEN, OTHER RACES, UNDER AGE 35 AND AGE 35 AND OVER HAVE BEEN OMITTED FROM THE CROSSBARS.


COMPOSITION
ESTIMATED NUMBER OF PARTICIPANTS: 3,613,000
NEGRO MEN UNDER AGE 35 2.2%
NEGRO MEN AGE 35 AND OVER 1.4%
NEGRO WOMEN AGE 35 AND OVER 1.6%
NEGRO WOMEN UNDER AGE 35 2.6%
MEN AND WOMEN OTHER RACES UNDER AGE 35 AND AGE 35 AND OVER 0.8%
WHITE MEN UNDER AGE 35 36.4%
WHITE MEN AGE 35 AND OVER 30.2%
WHITE WOMEN UNDER AGE 35 11.8%
WHITE WOMEN AGE 35 AND OVER 13.0%

SOURCE: UNPUBLISHED TABULATIONS.

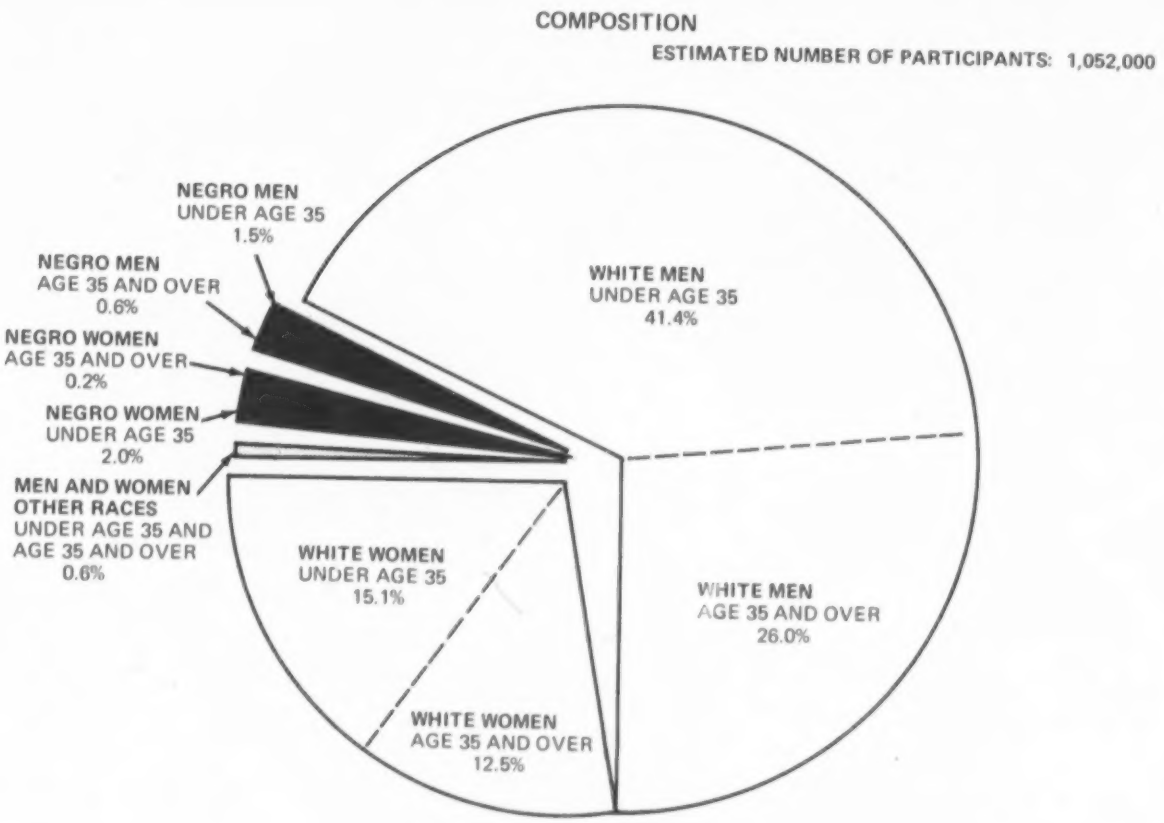
CHART 3 - UTILIZATION CONTRASTED WITH COMPOSITION IN EACH INSTRUCTIONAL SOURCE OF ADULT EDUCATION, BY RACE, SEX, AND AGE GROUP: UNITED STATES, MAY 1969 - - CONTINUED

D. CORRESPONDENCE COURSES



SOURCE: TABLE 6, SECTIONS B AND C.

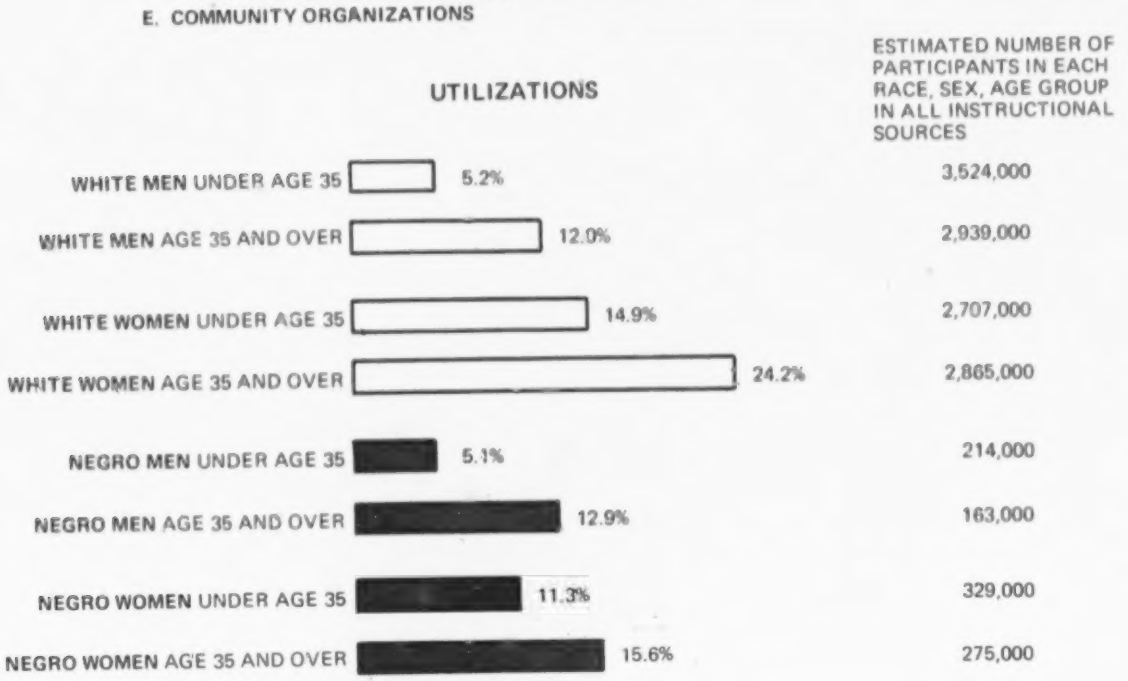
NOTES: PERCENTS FOR EACH DEMOGRAPHIC GROUP TOTAL MORE THAN 100.0 DUE TO PARTICIPATION IN MORE THAN ONE INSTRUCTIONAL SOURCE OF ADULT EDUCATION.
MEN AND WOMEN, OTHER RACES, UNDER AGE 35 AND AGE 35 AND OVER HAVE BEEN OMITTED FROM THE CROSSBARS.


COMPOSITION
ESTIMATED NUMBER OF PARTICIPANTS: 1,052,000
NEGRO MEN UNDER AGE 35 1.5%
NEGRO MEN AGE 35 AND OVER 0.6%
NEGRO WOMEN AGE 35 AND OVER 0.2%
NEGRO WOMEN UNDER AGE 35 2.0%
MEN AND WOMEN OTHER RACES UNDER AGE 35 AND AGE 35 AND OVER 0.6%
WHITE MEN UNDER AGE 35 41.4%
WHITE MEN AGE 35 AND OVER 26.0%
WHITE WOMEN UNDER AGE 35 15.1%
WHITE WOMEN AGE 35 AND OVER 12.5%

SOURCE: UNPUBLISHED TABULATIONS.

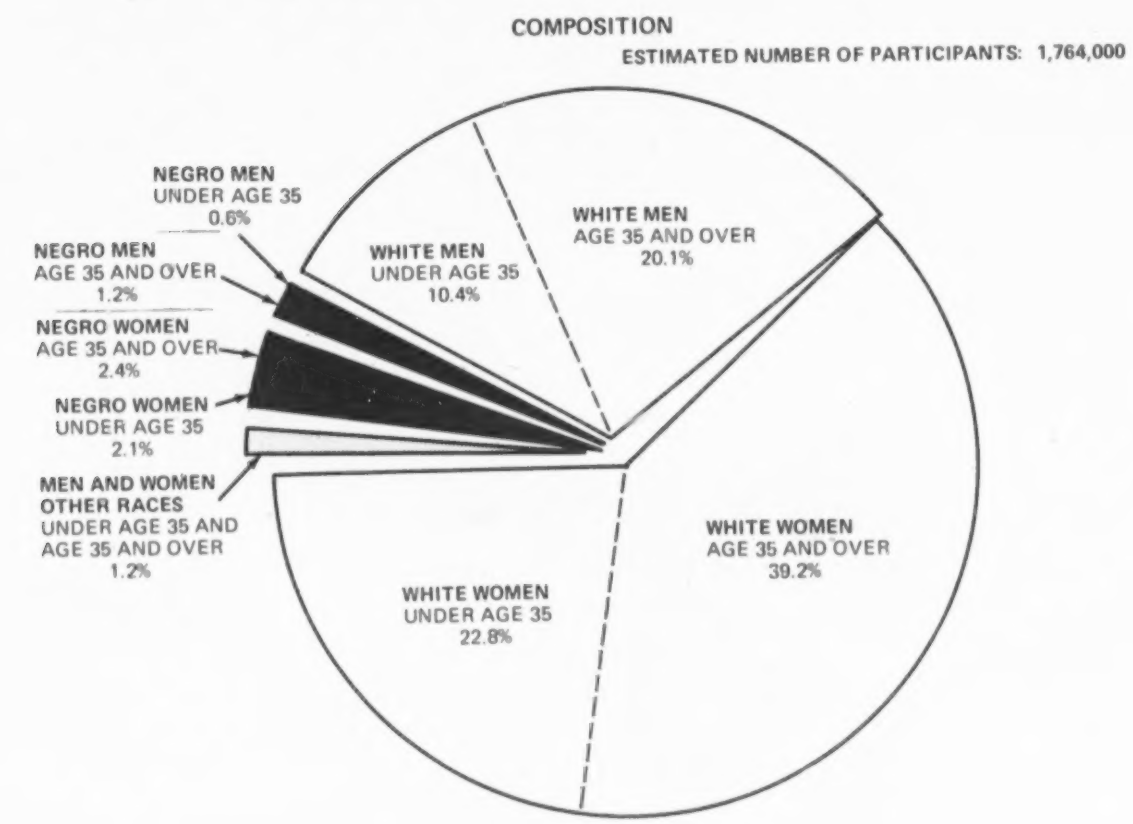
CHART 3 - UTILIZATIONS CONTRASTED WITH COMPOSTION IN EACH INSTRUCTIONAL SOURCE OF ADULT EDUCATION BY RACE, SEX, AND AGE GROUP: UNITED STATES, MAY 1969 - - CONTINUED

E. COMMUNITY ORGANIZATIONS



SOURCE: TABLE 6, SECTIONS B AND C.

NOTES: PERCENTS FOR EACH DEMOGRAPHIC GROUP TOTAL MORE THAN 100.0 DUE TO PARTICIPATION IN MORE THAN ONE INSTRUCTIONAL SOURCE OF ADULT EDUCATION.
MEN AND WOMEN, OTHER RACES, UNDER AGE 35 AND AGE 35 AND OVER HAVE BEEN OMITTED FROM THE CROSSBARS.


COMPOSITION
ESTIMATED NUMBER OF PARTICIPANTS: 1,764,000
NEGRO MEN UNDER AGE 35 0.6%
NEGRO MEN AGE 35 AND OVER 1.2%
NEGRO WOMEN AGE 35 AND OVER 2.4%
NEGRO WOMEN UNDER AGE 35 2.1%
MEN AND WOMEN OTHER RACES UNDER AGE 35 AND AGE 35 AND OVER 1.2%
WHITE MEN UNDER AGE 35 10.4%
WHITE MEN AGE 35 AND OVER 20.1%
WHITE WOMEN AGE 35 AND OVER 39.2%
WHITE WOMEN UNDER AGE 35 22.8%

SOURCE: UNPUBLISHED TABULATIONS

CHART 3 - UTILIZATIONS CONTRASTED WITH COMPOSITION IN EACH INSTRUCTIONAL SOURCE OF ADULT EDUCATION BY RACE, SEX, AND AGE GROUP: UNITED STATES, MAY 1969 - - CONTINUED

F. TUTOR OR PRIVATE INSTRUCTOR

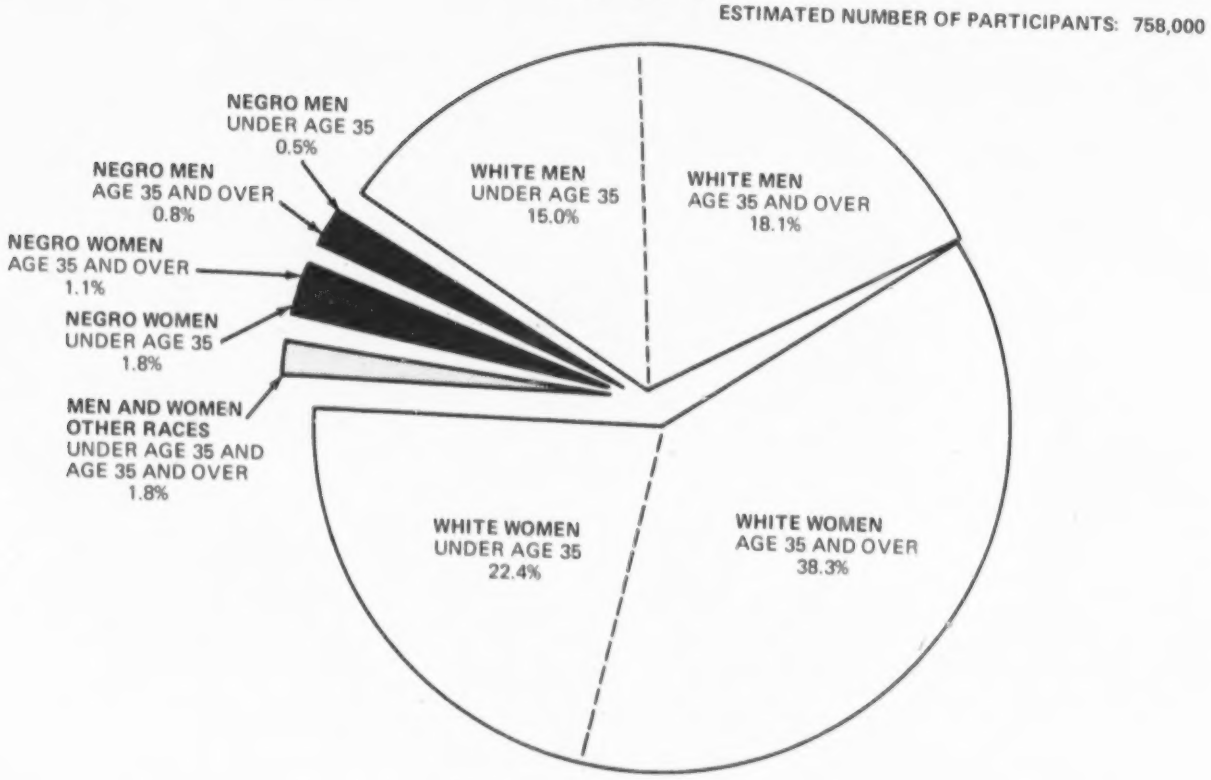
	UTILIZATIONS	ESTIMATED NUMBER OF PARTICIPANTS IN EACH RACE, SEX, AGE GROUP IN ALL INSTRUCTIONAL SOURCES
WHITE MEN UNDER AGE 35	3.2%	3,524,000
WHITE MEN AGE 35 AND OVER	4.7%	2,939,000
WHITE WOMEN UNDER AGE 35	6.3%	2,707,000
WHITE WOMEN AGE 35 AND OVER	10.1%	2,865,000
NEGRO MEN UNDER AGE 35	1.9%	214,000
NEGRO MEN AGE 35 AND OVER	3.7%	163,000
NEGRO WOMEN UNDER AGE 35	4.3%	329,000
NEGRO WOMEN AGE 35 AND OVER	2.9%	275,000

SOURCE: TABLE 6, SECTIONS B AND C.

NOTES: PERCENTS FOR EACH DEMOGRAPHIC GROUP TOTAL MORE THAN 100.0 DUE TO PARTICIPATION IN MORE THAN ONE INSTRUCTIONAL SOURCE OF ADULT EDUCATION.
MEN AND WOMEN, OTHER RACES, UNDER AGE 35 AND AGE 35 AND OVER HAVE BEEN OMITTED FROM THE CROSSBARS.

COMPOSITION

ESTIMATED NUMBER OF PARTICIPANTS: 758,000


NEGRO MEN UNDER AGE 35 0.5%
NEGRO MEN AGE 35 AND OVER 0.8%
NEGRO WOMEN AGE 35 AND OVER 1.1%
NEGRO WOMEN UNDER AGE 35 1.8%
MEN AND WOMEN OTHER RACES UNDER AGE 35 AND AGE 35 AND OVER 1.8%
WHITE MEN UNDER AGE 35 15.0%
WHITE MEN AGE 35 AND OVER 18.1%
WHITE WOMEN UNDER AGE 35 22.4%
WHITE WOMEN AGE 35 AND OVER 38.3%

SOURCE: UNPUBLISHED TABULATIONS

CHART 3 - UTILIZATIONS CONTRASTED WITH COMPOSTION IN EACH INSTRUCTIONAL SOURCE OF ADULT EDUCATION BY RACE, SEX, AND AGE GROUP: UNITED STATES, MAY 1969 - - CONTINUED

G. OTHER INSTRUCTIONAL SOURCES

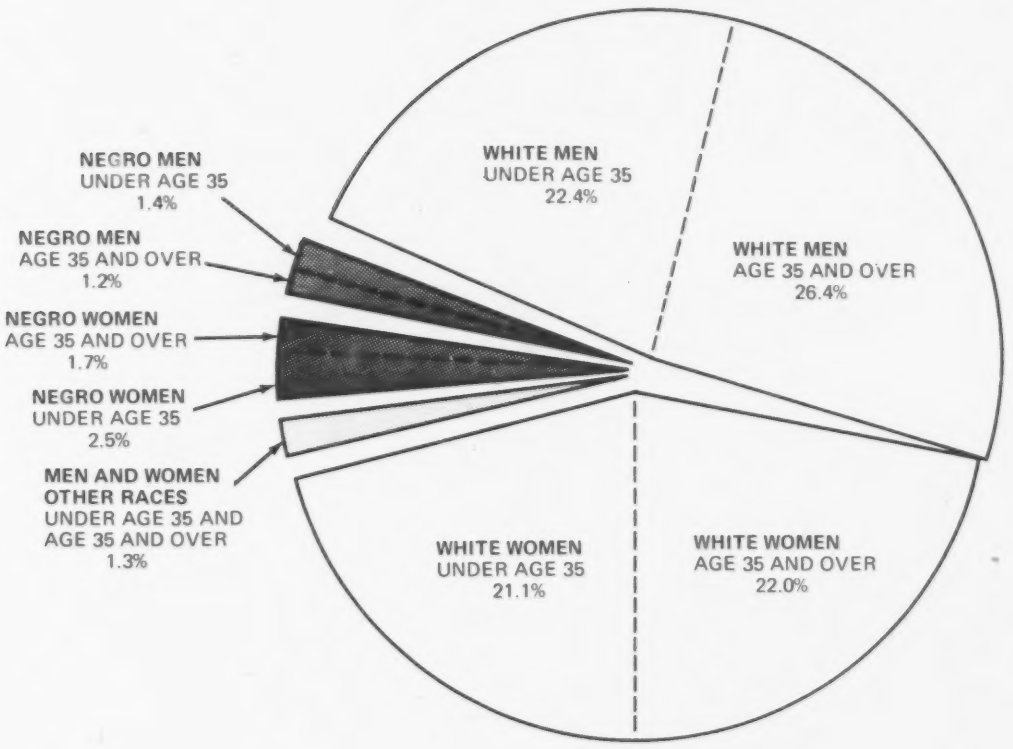
	UTILIZATIONS	ESTIMATED NUMBER OF PARTICIPANTS IN EACH RACE, SEX, AGE GROUP IN ALL INSTRUCTIONAL SOURCES
WHITE MEN UNDER AGE 35	8.6%	3,524,000
WHITE MEN AGE 35 AND OVER	12.1%	2,939,000
WHITE WOMEN UNDER AGE 35	10.5%	2,707,000
WHITE WOMEN AGE 35 AND OVER	10.4%	2,865,000
NEGRO MEN UNDER AGE 35	8.9%	214,000
NEGRO MEN AGE 35 AND OVER	9.8%	163,000
NEGRO WOMEN UNDER AGE 35	10.3%	329,000
NEGRO WOMEN AGE 35 AND OVER	8.4%	275,000

SOURCE: TABLE 6, SECTIONS B AND C.

NOTES: PERCENTS FOR EACH DEMOGRAPHIC GROUP TOTAL MORE THAN 100.0 DUE TO PARTICIPATION IN MORE THAN ONE INSTRUCTIONAL SOURCE OF ADULT EDUCATION.
MEN AND WOMEN, OTHER RACES, UNDER AGE 35 AND AGE 35 AND OVER HAVE BEEN OMITTED FROM THE CROSSBARS.

COMPOSITION

ESTIMATED NUMBER OF PARTICIPANTS: 1,348,000



SOURCE: UNPUBLISHED TABULATIONS.

FURTHER ANALYSES

Average Number of Sources for Each Participant

Tables 5 through 6, section i, show the percentages for various demographic categories and subcategories participating in the seven sources of adult education. Percentages for each designated subpopulation added to over 100 percent because some individuals were engaged in more than one adult education source. Using the data in the tables, one can derive the average number of sources utilized by individuals in the various subpopulations.

Table 8 presents the average number of instructional sources used by individuals for the subpopulations. For the year preceding May 1969, men exceeded women in the average number of sources within which they participated. The same was true for whites compared with Negroes. Except for the age category 17 through 24, the average number of different sources diminished with increasing age.

Accentuation of the trends apparent in table 8 can be obtained by focusing on the relevant subpopulations in table 6 where the base numbers give reliable estimates. For white men in the age category 25 through 34, for example, the average participation in instructional sources was 1.22 with a population reference of 2,377,000. An average of 1.04 with a base population of 111,000 was obtained for Negro women age 45 through 54.

The data suggest that where a population category tended to be active in participating in adult education, there was a similar tendency for its members to have been involved in more than one instructional source.

Data in Perspective

The present data must be viewed in perspective since much of the information was gained from proxies who may not have known the real extent of their fellow householders' participation in adult education. Hence, underestimates more likely may have characterized the responses. Furthermore, the present data do not account for the participant who may have taken two or more activities from the same source. Relationships among the population subcategories, nevertheless, could be expected to remain similar. The next phase of the study will provide information on total activities both within and across the various instructional sources and data illuminating the nature of multiple participation.

As mentioned earlier, the data presented in this initial report should be interpreted with caution because they have not been adjusted completely. Noninterviews, under- or over-reporting by household spokesmen, and nonresponses, all as affected by adult education characteristics, can only be partially corrected. Insofar as it is possible to do so, data adjustments will be made so that information in the next report will be even more representative than in this initial report. Also, final tables for determining the sampling variability of the estimates, and of the difference between any two estimates, will be included in the subsequent publication.

Information Available in the Next Report

Characteristics about the people who participate and do not participate in adult education will become known further from the normal demographic data (appendix A) collected by the Census Bureau. Besides the age, race, and sex data reported in this study, there will be information about employment, occupation, income, highest grade of school attained, marital status, veteran status, and residential location by geographic region and metropolitan or rural area.

The nature of adult education activities will be described from the point of view of the participant. Data will be reported not only on the educational subject but also its purpose, where it was taken, how much time was spent on it, whether credit was received and what kind, and who paid for it. The 12-question Adult Education Supplement appears in appendix C.

Because it is becoming more and more apparent that adult education is a lifelong experience, data will be analyzed in terms of five possible major aspects of every man's existence, as indicated by respondents' replies to item 3 in the Adult Education Supplement in appendix C. These areas are: general preparatory, occupational, community participation, personal and family, and social or recreational.

The data in this initial report have revealed some marked differences among men, women, whites, Negroes, other races, and the various age groups in participation in adult education and in utilization of the several instructional sources of adult education. Data in the subsequent report should suggest reasons for the differences. Such information should provide a sound empirical basis to help administrators and legislators in making decisions for the increased satisfaction of societal and individual needs through adult or continuing education.

Table 8.--Participants in adult education and average number of instructional sources used, by sex, race, and age: United States, May 1969

Sex, race, and age	Participants (numbers in thousands)	Average number of instructional sources used
1	2	3
Total	13,150	1.18
Sex		
Men	6,898	1.20
Women	6,253	1.16
Race		
White	12,036	1.18
Negro	981	1.13
Other	133	1.24
Age		
Under 35	6,852	1.19
35 and over	6,298	1.17
17-24	2,656	1.17
25-34	4,195	1.20
35-44	3,066	1.19
45-54	2,134	1.16
55-64	803	1.16
65 and over	295	1.09

APPENDIXES

APPENDIX A

CENSUS SAMPLE SELECTION, DATA ADJUSTMENTS, AND DEMOGRAPHIC QUESTIONS

A detailed description of the sampling procedures for the Current Population Survey (CPS) is given in a 1967 report published jointly by the Bureau of Labor Statistics and the Bureau of the Census[1/]. The method of determining the sample for the monthly Current Population Survey has evolved with experience since 1943 when the CPS was first placed on a sound probability sampling basis. Briefly, the sample is based on the population count in the preceding decennial Census (1960) with monthly adjustments to independent controls reflecting births and deaths in the national population. Taken into consideration are geographic area; urban and rural residency; high and low economic levels; proportion Negro and other races; and, where feasible, diverse occupations and industries. Various techniques are employed to avoid distortion and to maintain a certain ratio of sample to national population. As a result, the monthly CPS interviews cover about 105,000 persons age 14[2/] and over, in 52,500 eligible households, from 449 sample areas comprising 863 counties and cities extending over every State and the District of Columbia.

As the Adult Education Supplement was a part of the May 1969 Current Population Survey, the regular CPS interviewers selected and trained by the Bureau of the Census were employed for collection of the data presented here. At the end of this appendix are the CPS questions that the interviewer asked to obtain personal information about age, race, and sex relevant to this initial report as well as other individual characteristics for the next report.

In May 1969 when this survey was taken, the sample ratio was 1 to 1,170 persons. The data were projected from the sample to

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1/ Concepts and Methods Used in Manpower Statistics from the Current Population Survey. (Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics Report No. 313. U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-23, No. 22. June 1967) 20 pp.

2/ Labor force data are collected for persons age 14 and over. The first part of the screener question (appendix B) identified persons age 17 and over, beyond compulsory school age, for the adult education survey.

the national population level on this basis and on additional statistical procedures normally employed by the Bureau of the Census. Because of independent roundings, the subtotals in the tables in this report may not always sum to the total figure.

Since the estimates are based on a sample, they may differ somewhat from the figures obtained if a complete census had been taken using the same schedules, instructions, and interviewers. As in any survey work, the results are subject to errors of response and of reporting as well as being subject to sampling variability. When the final data are processed, the Bureau of the Census will prepare estimates of sampling variability. These will be provided in a subsequent report.

SELECTED QUESTIONS FROM THE CENSUS BUREAU CPS-260 INTERVIEW CARD PERTINENT TO THE SURVEY ON PARTICIPATION IN ADULT EDUCATION, MAY 1969

FORM CPS-260 (5-2-68) — U.S. DEPARTMENT OF COMMERCE, BUREAU OF THE CENSUS

CURRENT POPULATION SURVEY
CONTROL CARD

NOTICE – Your report to the Census Bureau is confidential by law (Title 13 U.S. Code). It may be seen only by sworn Census employees and may be used only for statistical purposes.

Line number (Circle Line No. of resp.) (13)	NAME (last name first) **What is the name of the head of this household?** **What are the names of all other persons who are living or staying here?** (List all persons staying here and all persons who usually live here who are absent. Be sure to INCLUDE infants under 1 year of age.) (14a)	RELATIONSHIP TO HOUSEHOLD HEAD (Example: head, wife, son, daughter-in-law, partner, lodger, lodger's wife, etc.) (14b)	HOUSEHOLD MEMBER *(Circle Y - Yes or N - No)* (14c)	**What is . . .' s date of birth?** *(Enter in numerals)* Month (17a)	Day (17b)	Year (17c)	AGE LAST BIRTHDAY Enter age as of end of survey week. If under 1 year of age, enter "0." (18a)	(18b)	(18c)
1			Y N						
2			Y N						
3			Y N						
4			Y N						
5			Y N						
6			Y N						
7			Y N						

FOR PERSONS WITH "YES" IN ITEM 14C

Line number (Circle Line No. of resp.)	MARITAL STATUS **Is . . . now married, widowed, divorced, separated, or has . . . never been married?** *(M., Wd., D. Sep., or NM)* (19)	RACE *(W., Neg., or Ot.)* (20)	SEX *(Circle M- Male or F- Female)* (21)	MALES 14 YRS. AND OVER **Did . . . ever serve in U.S. Armed Forces?** (22a)	**Is . . . now in the Armed Forces?** If "Yes" enter AF if "No" leave blank (23)	IF 14 YEARS OLD AND OVER **What is the highest grade (or year) of regular school . . . has ever attended?** *(Enter code from below)* (24a)	**Did . . . complete that grade (year)?** (24b)
1			M F	Y N			Y N
2			M F	Y N			Y N
3			M F	Y N			Y N
4			M F	Y N			Y N
5			M F	Y N			Y N
6			M F	Y, N			Y N
7			M F	Y N			Y N

CODES FOR 24a

Never attended	O
Kindergarten	K
Elementary	E1 - E8
High School	H1-H4
College (Academic)	C1-C5, C6+

33. TOTAL FAMILY INCOME IN PAST 12 MONTHS

What was the total income of this family during the past 12 months? This includes wages and salaries, net income from business or farm, pensions, dividends, interest, rent, and any other money income received by the members of this family. (Show Flashcard where needed)

A similar question was used to obtain the following categories of family income:

Under $3,000	$8,000 - $9,999
$3,000 - $4,999	10,000 - 14,999
5,000 - 6,999	15,000 - 24,999
7,000 - 7,999	25,000 and over

SELECTED QUESTIONS FROM THE CENSUS BUREAU CPS-1 INTERVIEW FORM RELEVANT TO THE SURVEY ON PARTICIPATION IN ADULT EDUCATION, MAY 1969

FORM CPS-1
3 15 69
28:1

U.S. DEPARTMENT OF COMMERCE
Bureau of the Census

CURRENT POPULATION SURVEY

Form Approved
Budget Bureau No. 41 - R1202.14

MAY 1969

18. Line No.

19. What was . . . doing most of LAST WEEK-
Working
Keeping house
Going to school
or something else?

- Working *(Skip to 20A)* . . WK ○
- With a job but not at work J ○
- Looking for work . . . . . LK ○
- Keeping house . . . . . H ○
- Going to school . . . . . S ○
- Unable to work *(Go to 24)* U ○
- Other *(Specify)* . . . . . OT ○

20. Did . . . do any work at all LAST WEEK, not counting work around the house?
(Note: If farm or business operator in hh., ask about unpaid work)

Yes ○ No ○ *(Go to 21)*

20A. How many hours did . . . work LAST WEEK at all jobs?

21. *(If J in 19, skip to 21A.)*
Did . . . have a job or business from which he was temporarily absent or on layoff LAST WEEK?

Yes ○ No ○ *(Go to 22)*

22. *(If LK in 19, skip to 22A.)*
Has . . . been looking for work during the past 4 weeks?

Yes ○ No ○ *(Go to 24)*

22C. 1) How many weeks has . . . been looking for work?
2) How many weeks ago did . . . start looking for work?
3) How many weeks ago was . . . laid off?

23. DESCRIPTION OF JOB OR BUSINESS

23A. For whom did . . . work? *(Name of company, business, organization or other employer.)*

23B. What kind of business or industry is this? *(For example: TV and radio mfg., retail shoe store, State Labor Dept., farm.)*

23C. What kind of work was . . . doing? *(For example: electrical engineer, stock clerk, typist, farmer.)*

23D. Was this person

- An employee of PRIVATE Co., bus., or individual for wages, salary or comm P ○
- A GOVT. employee *(Federal, State, or county)* . . . . . G ○
- Self-empl in OWN bus., prof. practice, or farm . . . . . O ○ .. *(If not a farm)* Is the business incorporated? Yes ○ No ○
- Working WITHOUT PAY in fam. bus. or farm . . . . . WP ○
- NEVER WORKED . . . . . NEV ○

APPENDIX B

DEVELOPMENT OF QUESTIONS FOR DETERMINING PARTICIPATION IN ADULT EDUCATION AND THE SCREENER ITEMS

Purpose of the Screener Questions

The three questions at the end of this appendix were used in the nationwide survey in May 1969 to determine participation in adult education. They, together with the 12 questions which ultimately became the Adult Education Supplement (appendix C), were the result of months of planning and testing. Questions used to sort, or screen, the general public in order to identify a particular group of people (in this case, participants in adult education) are referred to as "screener questions."

The three screener questions served several purposes: (1) to identify persons eligible for the survey, (2) to describe sources and kinds of adult education without use of tedious definitions, (3) to encourage the household spokesman to respond realistically for everyone at the interview address, and (4) to enable the Census Bureau interviewer to procure the information easily.

Design of the Screener Questions

Age is the only description of "adult" in this survey. The lower limit was set at age 17 in order to enumerate persons beyond compulsory school age--which is 16 in almost all States. No upper age limit was established. To lead into the second screener question it was necessary to identify persons under age 35 and age 35 and over. The first screener question, therefore, eliminated persons age 16 and under and requested identification of persons age 17 through 34 and age 35 and over. The question was item 51 on the Current Population Survey form CPS-1.

The second task was to eliminate full-time students, especially those in the younger age group likely to be attending high school, a technical institute, or college or university. Persons age 35 and over who would be attending school full time would probably be insignificant in number, and these possible exceptions could be accounted for in their responses to the next part of the screener question. The second screener question, item 52 on CPS-1, therefore, ended questioning for persons age 17 through 34 attending or enrolled in regular school full time and directed persons age 35 and over to the next screener question.

The last screener question, item 53 on CPS-1, was designed to describe adult education without actually defining it. The Census Bureau interviewer asked each respondent, or proxy, to answer questions about adult education activities for herself and for each member of the household. A 1-year period was established for the survey with the expectation that problems of recall over a 12-month timespan would not seriously affect the returns. To fix the time period, persons interviewed were asked to report any adult education activity "during the past 12 months, that is since May 1, a year ago." The last screener question was written in seven parts, mentioning several possible sources of adult education. The respondent could answer "yes" to more than one category. The only place for an answer by a full-time student age 35 and over would be in the last item, "other." These persons could be identified by the specific data they would supply about duration and credit in the subsequent Adult Education Supplement.

Each member of the household with a "yes" response to any part of the third screener question would be asked to complete the Adult Education Supplement (appendix C).

Testing of the Screener Questions

The screener questions, and the supplementary adult education questions, went through several tests before the final version was adopted for the nationwide survey in May 1969. There was a 120-household pretest in the Washington, D. C., area in October 1968 and another 100-household pretest in Detroit in January 1969.

Both of the pretests, with central city and suburban residents, were conducted with a combination of unknown and known participants in adult education. Addresses of known, or presumed, participants were selected from registration lists provided by different sources of adult education. These presumed participants were not in the regular CPS interview panel and, hence, may not have been prepared for comprehensive reporting. In the first pretest in Washington, D. C., there was a 67 percent "yes" response from the presumed participants and 42 percent from the unknown cases. Because of the unexpectedly high response rate from the unknown cases, it was thought that Washington, D. C., with its large proportion of government personnel, might be atypical and more likely than other areas in the Nation to have participants in adult education.

In January 1969, the screener questions (and the Adult Education Supplement) were tested again, this time in Detroit. There was a 77 percent "yes" response from presumed participants and 36 percent among unknown cases.

The screener questions were judged to be ready for use nationwide in the Census survey in May 1969. Because the presumed participants were not fully reported for their adult education, the evidence collected suggests that the final results will be underestimates, rather than overestimates of participation in adult education.

QUESTIONS TO DETERMINE PARTICIPATION IN ADULT EDUCATION

(Part of the Bureau of the Census Current Population Survey, May 1969)

From CPS-1

51. INTERVIEWER CHECK ITEM
How old is this person?

16 or under ○ *(End Questions)*

17 – 34 ○ *(Ask 52)*

35+ ○ *(Skip to 53)*

52. Is ... attending or enrolled in regular school full-time?

Yes ○ *(End Questions)*

No ○ *(Ask 53)*

53. During the past 12 months, that is since May 1, a year ago, has ...

(ASK AND MARK EACH CATEGORY)

a.	Taken any adult education classes in a public or private school?	Yes ○ No ○
b.	Attended a college or university part time?	Yes ○ No ○
c.	Taken any job training classes?	Yes ○ No ○
d.	Taken a correspondence course?	Yes ○ No ○
e.	Taken any classes or educational activities in a neighborhood center, church, or other community organization?	Yes ○ No ○
f.	Taken any private instruction such as music lessons or language tutoring?	Yes ○ No ○
g.	Any other educational activities or courses during the past 12 months?	Yes ○ No ○

NOTE: If response is "Yes" to any part of question 53, fill or leave Adult Education Form (CPS 578).

APPENDIX C

ADULT EDUCATION SUPPLEMENT

Persons for whom a "yes" response was given to any part of the third screener question were asked to complete the Adult Education Supplement, Census form 578.

If the person was present at the time of the interview (week of May 19, 1969), the Census Bureau enumerator read the questions; if the person was absent, the adult education questionnaire was left at the household address for the respondent to complete and return by mail. If no reply was received, the Census Bureau enumerator attempted to collect the information by telephone, or on the next visit if the household member was in both the May and June samples.

The Adult Education Supplement is presented as a part of appendix C in order to display the scope of the survey on Participation in Adult Education. Participants were asked not only what adult education they took but also why, where, how much time they spent on it, whether or not credit was earned, and who paid for it. The results, not shown in this initial report, will be described in a later report.

OFFICE OF THE DIRECTOR

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
WASHINGTON, D.C. 20233

FORM **CPS-578** (3-17-69)

BUDGET BUREAU NO. 41-S69022
APPROVAL EXPIRES APRIL 1970

Dear

The Department of Health, Education and Welfare has asked the Bureau of the Census to collect information about people participating in adult education activities. The statistical results from this survey will be used by public and private agencies and other groups which plan continuing education and occupational training programs.

During the interview today, it was reported that you participated in some type of organized adult education during the past twelve months. On the following pages, please enter **each** course or adult education activity in which you took part during the past year and answer the questions for each. Some examples of adult education activities are courses in accident prevention, adult basic education, auto mechanics, bridge, cooking, electronics, foreign languages, leadership, personnel management, race relations, real estate, speed reading, swimming, etc.

Within the next **three** days, please complete and return this questionnaire in the enclosed envelope, which requires no postage.

Your report to the Census Bureau is confidential by law (Title 13, U.S. Code). All information you provide will be seen only by sworn Census employees, and the results of the survey will be issued only in the form of statistical totals from which no individual can be identified.

Thank you for your cooperation.

Sincerely yours,

A. Ross Eckler

A. Ross Eckler
Director
Bureau of the Census

FOR CENSUS USE ONLY	Interviewer code	CC6	CC13	CC18	CC20 ☐ 1 ☐ 2 ☐ 3	CC21 ☐ 1 ☐ 2	N.R.	F.E.

USCOMM-DC

ADULT EDUCATION SURVEY

NOTE: Please complete the first column

		EXAMPLE
1. What was the name of this course or activity? →		Name of course: Spanish
2. Which one of these general categories best describes this course or activity? *(Mark only one)*	1. Adult basic education (reading, arithmetic) 2. Americanization 3. High school and college courses for credit 4. Technical and vocational skills 5. Managerial skills 6. Professional skills 7. Civic and public affairs 8. Religion 9. Safety 10. Home and family living 11. Personal development 12. Hobbies and handicrafts 13. Sports and recreation 14. Other *(Describe)*	1. ☐ 2. ☐ 3. ☒ 4. ☐ 5. ☐ 6. ☐ 7. ☐ 8. ☐ 9. ☐ 10. ☐ 11. ☐ 12. ☐ 13. ☐ 14. ☐ _____ *Describe*
3. Why did you take this course or activity? *(Mark the main reason)*	1. For general information 2. To improve or advance in job 3. To get a new job What kind? (Be as specific as possible) _____ 4. For community activity 5. For personal or family interests 6. For social or recreational reasons 7. Other *(Describe)*	1. ☒ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ _____ *Describe*
4. Who gave this course or sponsored this activity? *(Mark one)*	1. Public grade school or high school 2. Public two-year college or technical institute 3. Private vocational, trade or business school 4. Four-year college or university 5. Employer 6. Community organization 7. Other *(Describe)*	1. ☒ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ _____ *Describe*
5. Where did this course, class or activity USUALLY take place? *(Mark one)*	1. School or college building 2. Community center 3. Church 4. Place of work 5. Private home 6. Other *(Describe)*	1. ☒ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ _____ *Describe*
6. How was this course or activity conducted? *(Mark as many as apply)*	1. Lecture or class 2. Workshop or discussion group 3. Individual instruction 4. Organized training on the job 5. Correspondence 6. TV or radio 7. Other *(Describe)*	1. ☒ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ _____ *Describe*
7. How many HOURS A WEEK were you SCHEDULED to attend the course or take part in the activity?	Hours per week **Note:** If this is an "unscheduled" activity such as a correspondence course, enter average hours spent per week.	3 Hours
8. How many weeks was this course scheduled to run?	Number of weeks (duration)	10 Weeks
9. Altogether, about how many hours did you spend on this course or activity during the past 12 months?	1. Instruction time 2. Homework	1. 27 Hours 2. 40 Hours
10. Did you complete this course? *(If "No," enter the number of weeks attended.)*	1. Yes 2. No, still taking the course (weeks attended) 3. No, dropped it (weeks attended)	1. ☐ 2. ☒ 9 Weeks 3. ☐ _____ Weeks
11. What kind of credit did you get, or do you expect to get, for this course or activity?	1. No credit 2. Credit toward 8th grade certificate 3. Credit toward high school completion 4. Credit toward skill certificate or license 5. Credit toward college degree 6. Other credit *(Describe)*	1. ☒ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ _____ *Describe*
12. Who paid for this course or activity? *(Mark all that apply)*	1. Self or family 2. Employer 3. Other *(Describe)* 4. Don't know	1. ☒ 2. ☐ 3. ☐ _____ *Describe* 4. ☐

FORM-578 (3-24-69)

a separate column for each course or activity in which you participated during the past 12 months. The entries in are an **example** of how the form should be filled.

1	2	3	4
Name of course	Name of course	Name of course	Name of course
1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ 8. ☐ 9. ☐ 10. ☐ 11. ☐ 12. ☐ 13. ☐ 14. ☐ _____ *Describe*	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ 8. ☐ 9. ☐ 10. ☐ 11. ☐ 12. ☐ 13. ☐ 14. ☐ _____ *Describe*	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ 8. ☐ 9. ☐ 10. ☐ 11. ☐ 12. ☐ 13. ☐ 14. ☐ _____ *Describe*	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ 8. ☐ 9. ☐ 10. ☐ 11. ☐ 12. ☐ 13. ☐ 14. ☐ _____ *Describe*
1. ☐ 2. ☐ 3. ☐ _____ 4. ☐ 5. ☐ 6. ☐ 7. ☐ _____ *Describe*	1. ☐ 2. ☐ 3. ☐ _____ 4. ☐ 5. ☐ 6. ☐ 7. ☐ _____ *Describe*	1. ☐ 2. ☐ 3. ☐ _____ 4. ☐ 5. ☐ 6. ☐ 7. ☐ _____ *Describe*	1. ☐ 2. ☐ 3. ☐ _____ 4. ☐ 5. ☐ 6. ☐ 7. ☐ _____ *Describe*
1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ _____ *Describe*	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ _____ *Describe*	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ _____ *Describe*	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ _____ *Describe*
1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ _____ *Describe*	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ _____ *Describe*	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ _____ *Describe*	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ _____ *Describe*
1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ _____ *Describe*	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ _____ *Describe*	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ _____ *Describe*	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ _____ *Describe*
_____ Hours	_____ Hours	_____ Hours	_____ Hours
_____ Weeks	_____ Weeks	_____ Weeks	_____ Weeks
1. _____ Hours 2. _____ Hours	1. _____ Hours 2. _____ Hours	1. _____ Hours 2. _____ Hours	1. _____ Hours 2. _____ Hours
1. ☐ 2. ☐ _____ Weeks 3. ☐ _____ Weeks	1. ☐ 2. ☐ _____ Weeks 3. ☐ _____ Weeks	1. ☐ 2. ☐ _____ Weeks 3. ☐ _____ Weeks	1. ☐ 2. ☐ _____ Weeks 3. ☐ _____ Weeks
1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ _____ *Describe*	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ _____ *Describe*	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ _____ *Describe*	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ _____ *Describe*
1. ☐ 2. ☐ 3. ☐ _____ *Describe* 4. ☐	1. ☐ 2. ☐ 3. ☐ _____ *Describe* 4. ☐	1. ☐ 2. ☐ 3. ☐ _____ *Describe* 4. ☐	1. ☐ 2. ☐ 3. ☐ _____ *Describe* 4. ☐

RELATED NCES PUBLICATIONS

OE-13035	Adult Basic Education Program Statistics: Students and Staff Data, July 1, 1967 - June 30, 1968
OE-13037	Adult Basic Education Program Statistics: Students and Staff Data, July 1, 1968 - June 30, 1969
OE-10024-70	Digest of Educational Statistics, 1970
OE-13036	Noncredit Activities in Institutions of Higher Education, 1967-68, Institutional Distribution
OE-20020-66	Statistics of State School Systems, 1965-66
OE-20020-68	Statistics of State School Systems, 1967-68